LANGUAGE ARTS
for
NATIVE INDIAN STUDENTS

Province of British Columbia
Ministry of Education
CURRICULUM DEVELOPMENT BRANCH

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Curriculum Development Branch

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1.0 THE PUBLICATION

Why a Resource Book?

The B. C. Ministry of Education produces various types of publications to assist teachers. The two major types of publications are curriculum guides and resource books. Curriculum guides set forth goals and learning outcomes that are to be taught in B. C. schools and some guides also offer suggestions as to teaching strategies that may be followed. Resource books, on the other hand, do not typically contain goals or learning outcomes. They offer assistance regarding teaching methods, materials and various concerns that might arise in the teaching of a specific subject.

This publication details teaching methods that the Ministry feels may be of assistance in teaching Language Arts to native Indian students in grades K to 7. The goals and outcomes that make up the course of studies in K - 7 Language Arts are contained in the Elementary Language Arts Curriculum Guide (1978), which must be used in conjunction with this resource book.

2.0 INTRODUCTION

Native Indian parents have two major aspirations in regard to the public schools:

1. that their children develop the academic skills expected of all students

2. that the school program fairly and adequately reflect the history and culture of the native peoples of British Columbia, both past and present.

In consideration of these aspirations, the Ministry of Education's Policy Statement on Indian Education (October 1979 working statement), states:

> "The Ministry recognizes that native Indian children have not achieved to their full potential within the public schools and therefore considers the goal of parity for native Indian children to be a priority concern. Parity as a goal means that through regular and special-needs education programs Indian children will in time reach this potential and that their culture, history and contemporary life will be adequately reflected in the overall curriculum of the public schools (Item 1)."
>
> "The Ministry is committed to the development and implementation of programs in Indian Education when such programs are consistent with the goals of the B. C. Core Curriculum and the aspirations of the Indian people to achieve parity and to maintain their cultural integrity (Item 2)."

The present resource book aims to partially fulfill these aspirations and this policy by:

1. creating a resource book to enhance the native student's language skills development within the regular classroom setting;

2. indicating ways and means to incorporate materials by and about the native people in British Columbia, especially those which are locally-developed, into the regular language arts curriculum;

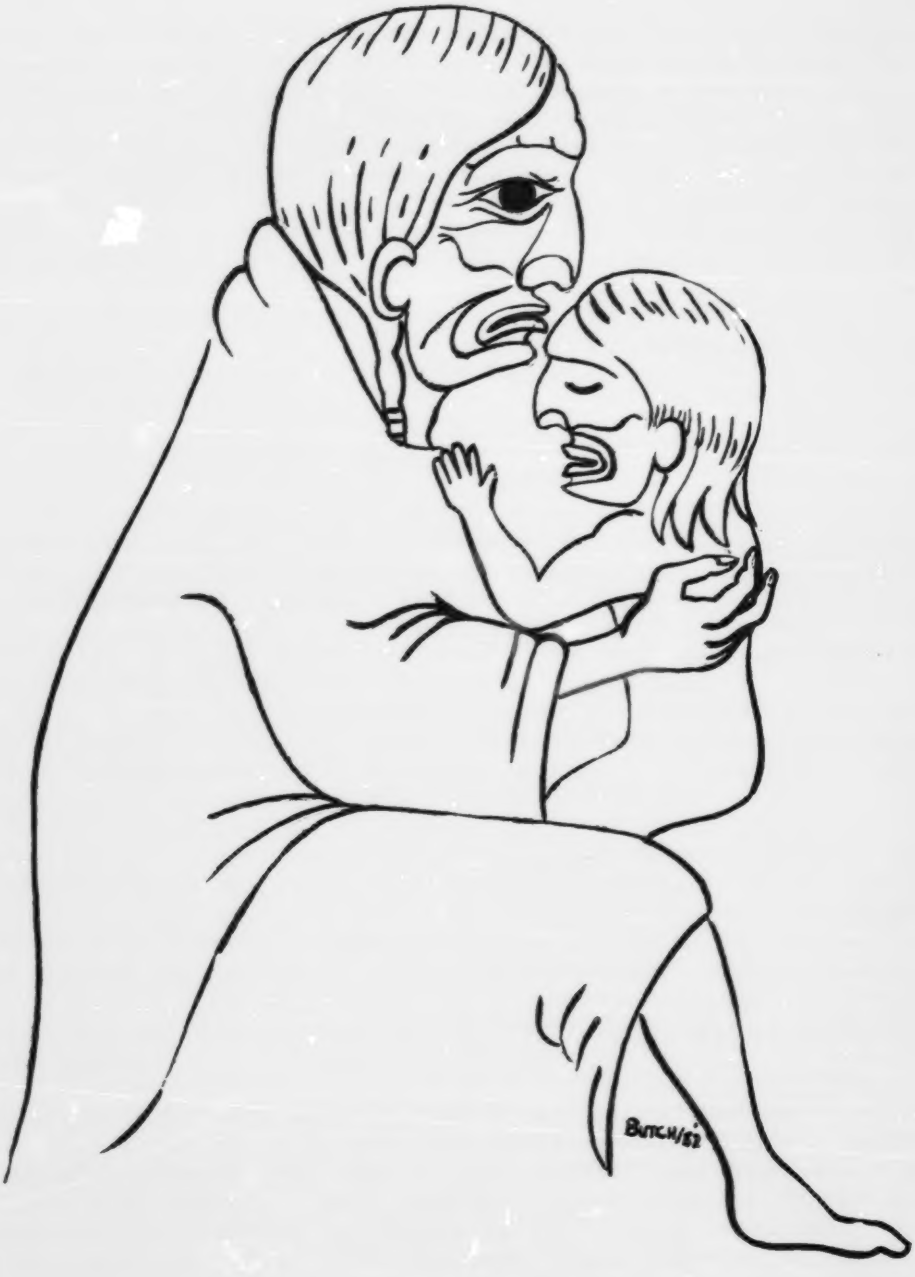
3. revealing instructional strategies congruent with the learning styles of many native Indian students.

The Resource Book may be used as a day-to-day reference for teachers to fine-tune and increase the sensitivity of their approach to the native Indian student. It is characterized by an approach which emphasizes:

1. the native student's cognitive/affective strengths
2. a child-centered, high pleasure approach
3. the validity of the native student's experience as the basic material of learning.

Native Indian children from a healthy home environment exhibit extremely desirable qualities as learners when first entering school. They come from a rich, supportive web of kinship; they are trained for self-reliance and autonomy; they are strong visual and kinesthetic learners; they are encouraged to engage in close, direct observational learning of the world around them; they have respect for the wisdom of their elders.

Within the framework of a caring, understanding and demanding school environment, the native Indian child should prosper. Our hope is that this Resource Book will provide part of the key towards success of the native Indian student.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3.0 THE TEACHING STRATEGIES

In the remainder of this resource book, several teaching techniques and instructional materials are described. The suggestions included in this resource book are based on the author's personal experience. While reflecting one viewpoint, the ideas presented here have been found to be appropriate for native Indian students. Some of the suggestions in this resource book are directed towards the presentation of instruction. In some cases standard learning materials have been adapted and in others, methods, materials and activities have been designed especially for use with native Indian students. In addition, suggestions are provided as to how to establish and maintain communication between school staff and parents. The suggestions provided in this resource book are to be used in conjunction with the teaching methods and materials found in the B.C. Elementary Language Arts Curriculum Guide.

3.1 A Child-Centered Approach

The learning activities proposed in this resource book are based on the principle of continuous progress. Continuous progress, as described in the 1978 Elementary Language Arts Curriculum Guide, exists when learning activities are matched to the skill development of students regardless of their age or grade placement. Continuous progress should incorporate the principles of mastery learning, which stipulates that students should have their progress checked frequently. A summary of the evaluation principles which are necessary to translate these principles in daily classroom practice is described on page 17 of the B.C. Elementary Language Arts Curriculum Guide.

Evaluation of student progress is important because students do not necessarily learn everything that has been presented. It is, therefore, important to ascertain whether each child has mastered the elementary language arts learning outcomes. Only by incorporating such an evaluation process can the teacher determine whether real learning has resulted. Similarly, through evaluating regularly teachers can check the suitability of materials and can determine the necessary next instructional steps.

Publishers of language arts curriculum have established implicit, if not explicit, levels of difficulty for their teaching-learning materials. Students are expected to complete such instructional materials within a certain time period. Unfortunately, these criteria rarely include allowances for possible variations in performance of minority groups. It is important, then, that teachers select material based on each learner's performance rather than the assumed levels of difficulty incorporated into any instructional materials. When learning materials match student capabilities and interests, teachers can expect high quality work, increased participation, and gains in basic skills.

If a continuous progress approach continues through the elementary years into secondary schools and beyond, it provides increased opportunities for older students and adults to resume their academic learning.

3.2 Whose School?

A great deal of interest has arisen in native communities concerning Community Schools and the principles of Community Education. This interest has been stimulated by the principles of local control and parental responsibility embodied in the 1972 National Indian Brotherhood's position paper titled "Indian Control of Indian Education".

The main principle underlying the community school is that parents become partners in decision-making. The community school serves as a forum, one which allows direct parental influence in planning the school lives of their children. Increasing community involvement in the school has the likely positive side effect of facilitating teacher-parent cooperation, which will result in more support for the students attending and a sense of community membership in the school.

One of the most vital areas of parent involvement is through overall curriculum development involving the direct participation of elders, skilled artisans, and storytellers in the classroom. The development of print and non-print learning materials concerned with native culture is an on-going process that evolves as adults from the community get more deeply involved in "their school".

Underlying the community school approach is the conviction that the school building, its resources, and its opportunities belong to the community and people it serves, whatever their age.

Principles of Community Education

1) Involvement of parents/citizens in decision-making.
   a) Community School Council.
   b) Ad-hoc committee planning.

2) Involvement of parents in the in-school program, as:
   a) Volunteers
   b) Aides
   c) Guests
   d) Contributors to study programs

3) Using the community as a classroom and bringing the community into the classroom.
   a) Field study
   b) Local experts as visiting lecturers and demonstrators
   c) Walking field trips

4) Using school buildings, facilities and resources all hours of the day and week, for all ages in the community.
   a) Interest groups
   b) Recreation
   c) Social Service and Health delivery
   d) Day care

5) Providing education for all ages; infant to seniors.
   a) Programs
   b) Courses
   c) Interest groups

6) Co-ordinating outreach services to children and families, with a Pupil-Services Team.
   a) Identifying, planning, organizing, and delivering special support services to families through classroom teachers, counsellor, nurse, social worker, principal, learning assistance teacher, and home school co-ordinator.

7) Identifying needs, planning and providing services leading to community development.
   a) Pre-school for 3 and 4 year olds.
   b) Drop-in centres
   c) Nutritional 'Snack Shack'
   d) Elders society
   e) Toy libraries, parent resource centers, etc.
   f) Community library
   g) Infant development worker

Educational solutions are found only through joint efforts of the home, the school and the community. By increasing the effectiveness of parent-teacher (home-school) communication, immediate educational changes are possible. The process requires concerted effort and innovative planning by all groups who have an investment in and concern for the child.

3.3 Start With the Child

The common bond shared by both parent and teacher is the child. Efforts to establish communication about the child provide many opportunities to parents and teachers to share information and become acquainted. These home contacts may establish mutual respect, break through cultural barriers and personal reticence on both sides, provide the high level of trust needed for continued mutual support, and build understanding in both directions.

The approaches below suggest many opportunities for the classroom teacher to develop positive inter-personal communication with both parents and child:

(1) Home visits, initially with the help of the home-school coordinator.

(2) Short "take-home" notes to pass on positive comments about students' class work.

(3) Phone calls (where geographically feasible) to pass on compliments about the child's work.

(4) Regular class get-togethers of child-parents-teacher to share class projects, performances, or work.
Examples:
  (1) Student-made slide and tape productions
  (2) Ethnic dinners - prepared by the class.
  (3) Choral, speech, or drama productions

(5) On reserve (off school premises) social gatherings for parents and staff.
Example: Pot-luck dinners, square dances, basket socials, sports events, etc.

(6) Open door classrooms - local adult visits, informally and formally to contribute to class knowledge of native history, literature, crafts, life skills, etc.

(7) Holiday and special event open houses where children, parents, and teachers do something together.
Example: Christmas tree decorations, carolling.

(8) Education information sessions on the reserve with the principal and selected staff, exploring one particular school program:
Examples:
  (a) native studies
  (b) nutrition program
  (c) Kindergarten
  (d) Library
  (e) Learning Assistance Centre

3.4 Culture and Curriculum

Often the local school staff are strangers to the values and culture of native Indian students. Yet a clear understanding of daily life and thought in the native community is necessary for the classroom curriculum to have relevance for native students. Unless school life includes study, which reflects their own lives, there is little incentive for native students to pursue the learning. The message hidden in this omission is clearly: "My culture is not valued".

In order to change this perspective a number of communities in British Columbia have developed local materials reflecting the literature, culture and values of the native community (see Appendix B). These recent materials relate to native language, reading, and social studies, but are usable in other content areas. The Ministry of Education, Division of Special Education, Indian Education Branch encourages local curriculum development through shared special education funding to school districts. The specific objectives of these curriculum materials differ, according to the goals of the local committee, the content, and the format of the materials. The underlying assumption for their use is a firm belief that the native children's self-concepts will be enhanced as they learn more about their own culture and share that learning with others.

Curriculum in its broadest sense, extends to the sum of all the students' experiences, including the school environment. Each teacher can expand classroom experiences by utilizing the local native culture throughout their daily program. Class activities can also be planned to generate student-made materials that reflect the culture and life of the local native community. Here are a number of curriculum activities which yield student-made products:

(1) Language Experience:
    (a) captions on art work, photos, etc.
    (b) stories and charts
    (c) journals
    (d) mini-books
    (e) class story collections
    (f) projects
(2) Slide/tape programs
(3) Filmstrips of community activities
(4) Photo-compositions
(5) Interviews and tapes of elders and adult experts
(6) Class newspapers
(7) Murals

This approach to curriculum development is dependent on the teacher's personal knowledge of the local community and its culture. Such knowledge can be acquired through the parent-teacher communication process described earlier, and by using the resources of local Native Cultural Centres and Friendship Centres. Books and articles describing the local culture provide another source of information. Since information about the twenty-eight language and cultural groups in British Columbia may be quite generalized or distorted in print, reading may provide only limited information for the teacher. It is this generality of available written materials which underlines the need for direct teacher involvement in the local community. Becoming directly involved in the local community allows the teacher to balance the focus of instruction between present day culture and traditional culture.

3.5 Cultural Learning/Teaching Style

Phillips' work at the Warm Springs Indian Reservation in central Oregon suggests a number of contrasts between the ways that native children learn new skills and information at home and the manner that most classroom learning experiences are organized. While these differences are specific to Warm Springs, they may be applicable in British Columbia. Some indication that the Oregon results apply more generally was provided when they were confirmed by the research of Frederick Erickson involving Odawa students (Algonkian) in northern Ontario.

A summary of these differences follows:

LEARNING STYLES	
Home	Classroom
Learn by silent observation.	Learn by listening, reading, doing and watching demonstration.
Older child or grandparents responsible to train.	Teacher responsible.
Try one segment of whole task in cooperation with older relative.	Complete or whole task attempt, usually on own.
Little verbal direction.	Major time listening to directions.
Self-testing practice.	Teacher or group testing.
Public demonstration only when self-tested and accomplished.	Audience performance situations (public mistakes).
Leadership assumed only when others are willing to learn or follow.	Teacher as leader, by appointment to position.

These differences in learning styles raise questions about several commonly used classroom practices. Phillips' later study showed that individual performance in large group audience situations (as well as small group lessons requiring compulsory answers) produced a resistance of silence and non-response among native students. In contrast, individualized work with teacher consultation available through student request, was very effective. The frequency of student initiated contacts increased as this approach expanded. Small group study projects were also productive when the teacher assumed only "distant supervision". Students showed good concentration, high levels of student-to-student talk, and appropriate task completion.

Several educational practices in current use closely match the in-home learning styles referred to in Phillips' study:

(1) Family grouping
(2) Individualized programs involving self-study
(3) Learning (interest) centres
(4) Cross grade student-to-student tutoring
(5) Project study

The importance of teaching style is also brought out in a study completed by Kleinfeld in Alaska. Kleinfeld's results may not hold true for all native students and while her suggestions may need to be tempered depending on the classroom situation, the following four characteristics were displayed by successful teachers of young, native children:

(1) smiled frequently,
(2) moved into close physical space,
(3) touched students frequently, and,
(4) projected high academic expectations and standards.

Teachers attempting to change their classroom style for maximum effectness with native children may find these approaches useful with other students.

3.6 Teach to My Strengths

When students fail to learn any specific set of elementary language curriculum learning outcomes, effective teachers will look for another way. They may find that a particular student was not feeling well or not attending which will necessitate representation. Conversely, they may realize instruction was presented too quickly or that an intermediate step is necessary. For other students success may not occur until the instructional material fits into their own background and experiences.

Yet another way of making instruction flexible is to look at the way information is presented and the way we expect students to respond. While not developed for language curriculum, Cawley and his associates

(1976) have suggested that instruction should be interactive. Interactive, in this case, refers to the ways in which the teacher and student can behave in order that learning might occur. Cawley and his coworkers argue that there are 16 ways in which the teacher and student can interact. The teacher can construct something, present something, say something or write something. The child in turn can construct something, identify something, say something, or write something.

If Cawley is correct, teachers have a variety of alternatives available in presenting information and eliciting student responses. There is some evidence to suggest that native Indian students (Bland, 1974) may benefit from more flexible instruction. If Bland is correct, native Indian students would benefit by having more opportunities to construct (manipulate) things and identify (learning visually) things. Following is a list of curriculum practices and materials which offer visual and manipulative reinforcement to other learning experiences.

1. Hands-on material for initial learning, i.e. Work Jobs and Mathematics Their Way
2. Systematic picture study in pre-reading years; offering language stimulation opportunities (see pages 14-15)
3. Wordless Picture Books
4. Read-a-long taped books and filmstrips (see publishers list)
5. Filmstrips
6. Films
7. Photographic slide study - as input and language
8. Comic strips with and without words
9. Fingermath, Cuisenaire
10. Chart, poster, and bulletin board study
11. Science observation, microscope, and laboratory work
12. Hands-on experiences in an integrated approach to learning .... Hands-on, Project Learning Tree
13. Art work - murals
14. Image Based Instruction. (Use of colour, boxing and detail high light in instructional presentations) - Seeing to Learn
15. Games
16. Model, dioramma, and replica building and study

In addition to the benefit of using students' strengths to assist their learning, these visual approaches can provide input to substitute for real life experiences, when they are unavailable. The language learning linked to these experiences helps to establish the foundation necessary for success in the language arts program.

4.0 DEVELOPMENTAL STEPS

Once native children enter Kindergarten in the public school system, they face a number of expectations concerning the sequence and level of their general skill development. These "bench marks" usually reflect the expectations held for children of middle class families in the majority culture, and may not be appropriate for native children.

In spite of any developmental differences, all children are expected to meet certain expectations when they enter school. These competencies, such as colour identification, size discrimination and number recognition, are necessary skills for native Indian students if they are to succeed academically. Teachers can assist native Indian children by planning early assessments and developing appropriate individual educational plans based on assessment results. Such assessment should occur around the middle of September.

Several diagnostic evaluation programs are now available to teachers or district staff, to assist in planning individual and group instruction programs for children with varied developmental skill levels. These differ from traditional "Reading Readiness Tests" since they suggest specific teaching activities and identify skill areas needing reinforcement. These programs also define broad physical, mental, and language skill areas, which must be fully intact, before reading related tasks are begun. Listed below are several of these programs:

- The Developmental Activities Screening Inventory (Physical/Mental/Language)
- The Boehm Resource Guide Kit and Boehm Test of Basic Concepts. (Language)
- S.T.E.P. - A Basic Concepts Development Program (Language)
- Santa Clara Inventory of Developmental Tasks (ages pre-school to 7 years) (Motor, Language, Visual, Mental)

These tests may identify:

- a particular concept or skill (i.e. size difference) which needs development
- a skill group (i.e. language) which needs reinforcement
- the general developmental level which the child has reached (i.e. 54 months)

The strength of all of these programs is the choice of activities, programmed for the individual child, which is linked to any identified skill need.

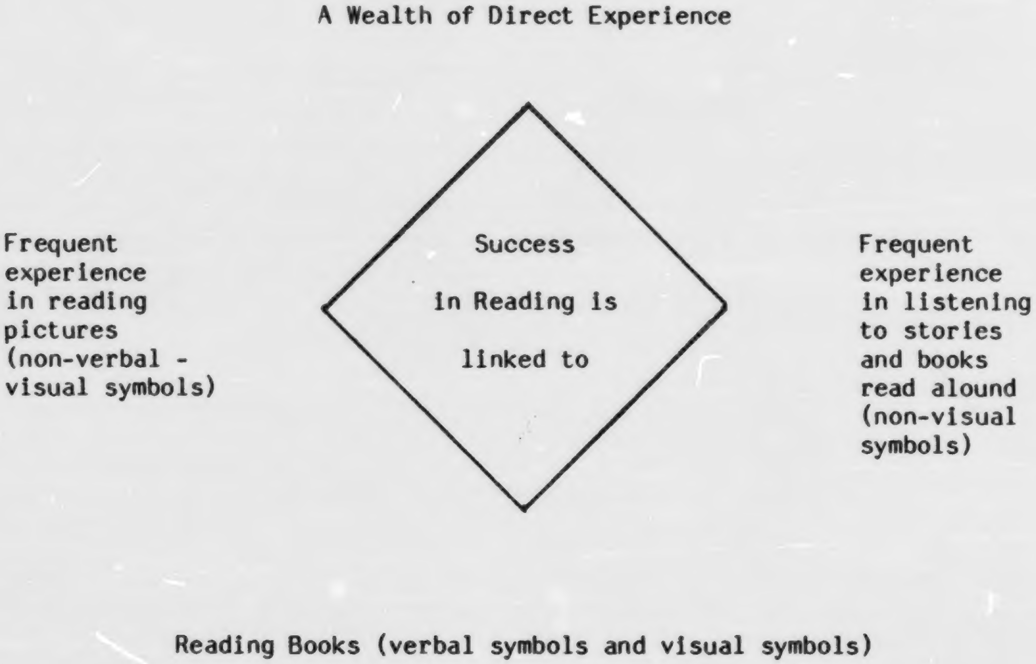
In the past, some teachers have equated readiness to pre-reading skills for native Indian students. They perceived their responsibility to be "get everyone ready for reading" early in the grade one year. For native Indian students it may be a mistake to push ahead too quickly.

For children from culturally and linguistically different backgrounds, it is vitally necessary to:

(1) ascertain the child's developmental skills and stage
(2) program for continuous success and growth in skill development
(3) delay reading until these skills are complete.

Many of the so-called reading problems which surface in Learning Assistance Centres are related to or complicated by "too early" entry into formal reading programs.

There are many informal activities that teachers can try which appear to have a positive effect on native Indian childrens' language development. These activities include picture study, looking at pictionaries, listening to stories and other activities which provide familiarity with reading-like activities. These activities are experience dependent and the native Indian child may have limited experience with them. If this lack is apparent, teacher must try to provide the frequency, quality and quantity of experience needed. These activities are summarized in the following diagram:


A Wealth of Direct Experience
Frequent experience in reading pictures (non-verbal - visual symbols)
Success in Reading is linked to
Frequent experience in listening to stories and books read aloud (non-visual symbols)
Reading Books (verbal symbols and visual symbols)

To assist teachers in selection, a picture potency formula has been developed by Manzo and Legenza to rate the impact of specific pictures for picture study. Without dwelling on scaled scores, the picture elements considered assess the quantity of:

- different things
- significant things
- total things
- colours
- actions
- children
- people
- potential movement
- size of picture

This formula emphasizes the importance of careful selection and planning for systematic picture study on a daily basis.

In addition to the combined effect of picture study and read-aloud experiences, wordless picture books provide a further linking of the pre-reading skills. These books provide storyline, sequence, and concept building elements which are integral to the act of reading. (See Appendix D.)

As a final step in the shift from pre-reading to reading, taped read-along books are valuable. All the elements of real reading are present, with the added support of an animated reader leading the child through the story or book. (See publishers' list, Appendix D.)

Planned instruction must provide experiences to develop those skills which are foundations to reading success, while recognizing the magic moment when the child is ready to begin reading instruction. This timing is dependent on the child's development, and the teacher's ability to recognize or measure that readiness. As teachers use the new materials, their skill at recognizing a child's personal readiness will increase. There is no proof however, that attention to these skill stages will shorten the time necessary for their development. For some children the pre-readiness period may extend well into the primary grades. There is simply no way to hurry the individual child's readiness.

In order to assist teachers in planning direct instruction in the non-reading skills, while also providing for children who have started reading, administrative support is essential. Principals should:

- Explain to individual parents the educational basis for delaying the start of reading instruction;

- Encourage teachers who are emphasizing developmental approaches;

- Provide staff with professional understanding and skills to organize for a variety of levels of student performance (reading and non-reading) in primary classes, while conveying positive attitudes to the "late bloomers"!

- Increase budgets for developmental-manipulative materials throughout the primary grades;

- Encourage Learning Assistance teachers to spend time testing for early identification of developmental skill lags in kindergarten and year one and establishing preventive programs for those same grade levels.

- Resist the pressures for homogenous grouping and streaming, which have limited educational opportunities for native children.

This approach is not a wait-and-see attitude. It recognizes the need for professional expertise in ascertaining developmental skill needs, planning specific instruction, and recognizing teachable moments with the same quality of care that teachers apply to direct reading instruction.

5.0 LANGUAGE - MINE OR YOURS?

Often the language of the classroom and school differs considerably from that of the community it serves, while the language of books may be even further removed from the child's experience. Differences can be a second language or may be related to dialect, with specific differences in rhythm, sound idiom, grammar, or vocabulary. Since language is such an integral part of our personalities, it is extremely important that teachers avoid attempting to obliterate a child's language. In this connection, Goodman states:

> "His language is so well learned and so deeply embossed on his subconscious that little conscious effort is involved for him in its use. It is as much a part of him as his skin. Ironically, well meaning adults, including teachers who would never intentionally reject a child or any important characteristic of a child, such as the clothes he wears or the colour of his skin, will immediately and emphatically reject his language. This hurts him far more than other kinds of rejection because it endangers the means which he depends on for communication and self-expression."

Positive acceptance is paramount to further the language learning of native children. Responsive classroom teachers will utilize a variety of methods and strategies which begin with the child's own language while building Standard English skills until the time the child has the flexibility to shift comfortably between dialects.

5.1 Spoken Language - The Foundation

One of the most important responsibilities of the primary teacher is an examination of the oral language capabilities of each child. From the results of that assessment, the teacher can plan daily activities to expand and enrich the experiences of all students. The skill of the teacher in:

(1) reflecting a respectful acceptance of the child's own language or dialect, and
(2) flooding them with a wide variety of high pleasure experiences in Standard Canadian English

is important to the child's continuing success as a language learner. This dual approach towards language is necessary in order for the teacher to build on the child's own language or dialect as a medium of instruction, while exposing him or her consistently to models of the new language or dialect. Direct attempts at shifting the child into Standard Canadian English, in spoken form, are delayed until intermediate grades, when the social reasons for needing flexibility match the interest level.

A teacher's knowledge of the local dialect is essential to effective language planning in Standard English. If the differences are already defined so that teachers anticipate specific problems, they are better able to select and plan language expansion activities for their students. If there is no previous study of the dialect, a system of anecdotal notation on index cards is useful. During class activities teachers jot down any sound, word, idiomatic, or grammatical differences observed, until specific patterns of language difference are disclosed. When a staff pools this information, it becomes more significant to adaptive classroom planning for the entire school. It may heighten staff awareness and sensitivity to spoken language needs at all classroom levels throughout the elementary school.

Examples

I gots a sore finger! (grammar) Will ya borra me 10 dollars? (word use)

Myself I like ice cream (word order) I gat crow-bite! (idiom as in "stitch-in-my-side")

The key to success for native Indian students who have English as a second dialect (E.S.D.) is to saturate them with Standard (textbook) English in high pleasure settings. One of the past limitations of highly structured oral English programs was the tendency to induce boredom through dependancy on systematic drill. The very child for which the program is designed may resist so that further language learning may be blocked. Limiting the focus on oral language development to early primary levels could also be a weakness. Due to pressures to teach students to read, oral programs are often abandoned once basic "primer" vocabulary is mastered.

In order to ensure that listening and speaking skills are taught, the 1978 Language Arts Curriculum Guide for British Columbia stresses an extensive oral language program for all children, throughout the elementary years. In previous years the "back to basics" thrust diminished classroom attention to the listening and speaking goals of the language arts program. Some teachers came to view these skills as less important, although listening and speaking may form the foundation of all language learning. The native child's oral language may differ greatly from the language of textbooks and classrooms, so that he or she may be handicapped when using prescribed curriculum materials. The native student with dialect differences needs daily oral experience with the Standard English dialect to enhance his or her own language sophistication. For many native students oral language learning at school will be the main source of academic success.

LISTENING AND SPEAKING ACTIVITIES WITH HIGH PLEASURE LEVELS (FOR ALL CLASSES K-7)

1. Teacher reading aloud. (twice daily)

   Selection from high interest library books just above personal vocabulary levels.

2. Choral Speech. (daily)

   Short poems learned through oral repetition, one line-at-a-time-with exaggerated expression.

3. Student - to - Student Speech.

   Mini dramas
   Puppetry
   Round robin oral stories
   Wordless picture book, story building (see page Appendix D)
   Small group projects
   Role playing

4. Walking field trips.
   Regular field trips.

   Involve parents
   Teacher preparation in advance
   Specific student tasks (1 or 2)
   Follow up activities

5. Read-a-long Taped Books.

   Large library collection
   Fiction and non fiction

6. Slides - Filmstrips - Films - Educational T.V.

   Language and experience expansion (planned through preview)

7. Classroom Visitors as Local Experts.

   Parents
   Skilled adults
   Older students

8. Music

   Action songs
   Group sing-a-long tunes

Commercial music programs (i.e. Silver Burdett)
Country, pop, and modern records
School or class choirs

9. Games.

Word games
Playground chant games (i.e. "Midnight", Old Mother Witch" etc.)
Vocabulary drama
"Open the Lights", ESL Activities for Young Children

10. Incidental Language Teaching.

Teacher - modelling sentence extension in reply if student uses two or three word response - Child: "Ball recess?"
Teacher: "You want the ball at recess?"
Contrastive highlight - "Did you notice any difference in the way she said ________________ (Occasional use only).

11. Kits

(a) Basic Oral English Course - Book 1.

(b) Basic Boehm Concept Kit.

(c) Fokes Sentence Builder and Extension Kit.

(d) Language Games and Songs for Core English (Core).

(e) S.T.E.P. A (Basic Concept Development Program)

In addition to these general approaches, more specific methods and techniques are described in the current English-as-a-Second Language/Dialect Resource Book, K-12, published by the Ministry of Education, Curriculum Development Branch, Province of British Columbia in 1981. These techniques would be particularly useful to teachers with students who speak their native language upon school entry and shift into the English language for academic purposes only.

The E.S.L./D. Resource Book also has an extensive section pertaining to dialects and the teaching of students who speak a dialect other than Standard English.

5.2 Native Language Instruction

Throughout North America native Indian educators are considering a bilingual-bicultural education for native children. This dual educational approach stresses either:

(a) reintroducing the native language as a second language, when it has been replaced by English, or

(b) using the native language as the basis of instruction during the primary years with English offered as a second language, then gradually shifting towards English in the middle years with continued enrichment of the native language.

This policy has been adopted because local English dialects have replaced the original native languages in many British Columbia communities. This has been a result of educational practices (missionary and federal) which promoted English in the school environment. Students were actually punished for speaking their own language in school and on the playground. In many communities, only a few fluent speakers of the local native language remain. Most of these fluent speakers are presently in their mid forties or fifties. The last opportunity to retain and regain these native languages for future generations will occur during the next five to ten years.

The responsibility for this educational revival is linked to the knowledge that language is a purveyor of culture, since the values and beliefs of a culture are imbedded in the home language and in the customs which govern its use. When a language ceases to exist tremendous cultural change occurs. In spite of this process, specific native cultures continue to thrive even as their values and customs are altering.

Throughout this resource book there is a continued emphasis on a culturally relevant curriculum, particularly as it affects the self concept of the native student. In many communities the first efforts to provide a relevant curriculum have involved establishing native language programs. The list in Appendix B indicates clearly that these programs are numerous and widespread throughout the province and are offered in all grade levels from K to 12. Programs currently offered, vary greatly in both content and methodology, depending on the fluency and teaching skill of the elders. Some programs are oral only, while others involve reading skills.

Native Language programs offer a secure and comfortable opportunity to promote parent and adult involvement in the local school. Since the native adult has an expertise that the school staff does not have, the language program can be an initial bridge to the community. Once parents are involved in assisting with this specific curriculum development, their level of comfort and assuredness in the school environment expands. These parents can become positive ambassadors for the local school and often encourage further parent involvement.

The initiation and continued support of native language programs are clearly an important cornerstone of educational efforts to improve the language arts curriculum. The direct benefits are gained by the students, the native family and their community. In addition, members of the school staff may develop a deeper appreciation of the richness of the child's culture and traditions through the interchange between themselves and the native language instructor.

6.0 ARRIVING AT READING

When children are first introduced to the formal teaching of reading, they may need help in understanding that the language of speech can be translated through a code (the alphabet) into the language of books. Their success in mastering this transfer in language use will be dependant on at least four factors.

6.1 A Firm Foundation in Listening and Speaking the Specific Language (or dialect) of Instruction

Since both expressive and receptive language use is essentially thinking, the problem of language interference based in the different language or dialect often appears as difficulty in understanding. Consequently, it is imperative that teachers recognize this effect. When this is clear, their teaching efforts can be directed toward expanding the child's oral language foundation in the language of instruction, rather than to correction of apparent reading difficulties. In this case the emphasis is on ensuring that the level of language required (sentence patterns, structure, and vocabulary) is fully intact within the child's listening and speaking experience, before asking the child to apply them in a reading context.

6.2 Physiological Readiness

Knowing when any child is ready to begin reading instruction is a difficult judgment. It is complicated by the fact that children may vary greatly in physical skill and development. Certain benchmarks in fine motor, eye-hand coordination, laterality, visual acuity, and manipulation must be achieved before direct reading instruction has maximum effect. The teacher may proceed otherwise but the effect may not be positive.

The International Reading Association's Micromonograph on "What's Reading Readiness?" states:

> "It is now an established fact that one of the principle causes of poor progress in reading is premature formal instruction."

Timing of instruction for beginning reading may be crucial. Teachers may find the following technique useful in recognizing physical-mental readiness:

The formula is simple:

After a week of direct instruction the child should know at least 5 of the 6 letters. If not - the teacher stops and returns to pre-reading activities until additional signs become evident.

This waiting approach combined with periodic attempts to begin instruction protects both the child and teacher from the frustration inherent in too early, forced instruction. It also reduces the resistance to read that is so frequently encountered in remedial programming.

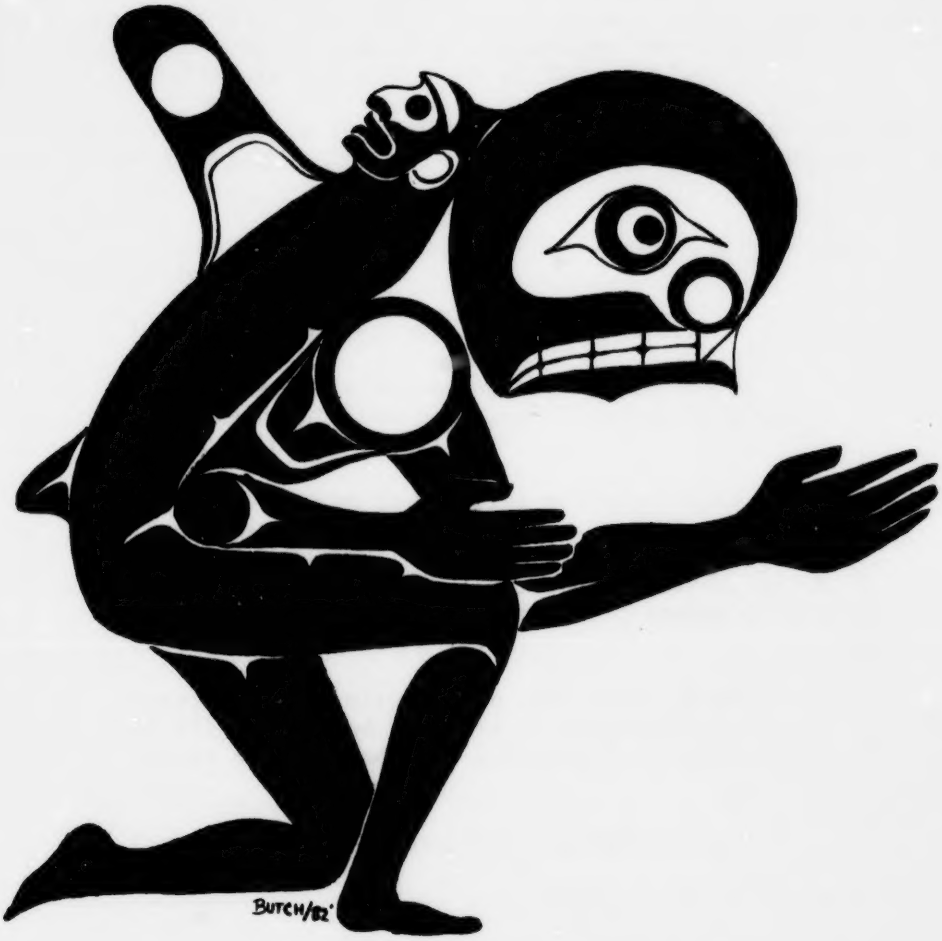
6.3 Frequent Book and Reading Experiences

For many children the sharing of stories, books, and reading experiences with parents and older children provides great pleasure throughout their early childhood years. This sharing of stories and books is also a direct preparation for school success. Listening exposes the child to the language of books, which differs significantly from the language of speech. This sharing also conveys a clear message to the child that reading is a valued activity. If such book experiences are lacking, then it is imperative that classroom, library, Learning Assistance Centre, volunteer, and student programs are mobilized to provide a wide variety of substitute experiences in being "read to".

6.4 Family and Peer Support for Reading

One of the major indicators of reading success for any child is parental interest and support for his or her learning to read. Until recently, limited opportunities existed for the native child to enjoy books, magazines or newspapers at home.

An improved parent-teacher communication process can increase the number and quality of ways in which parents and teachers can reinforce the efforts of their children in developing personal reading interests. Central to this process is the establishment of an open lending policy so that school library books are available for enjoyment at home as well as in school. Adult volunteers and aides can provide additional models of adult to child reading support. Older students can also be involved in reading to younger partners (buddies) on a regular basis. A combination of all of the above methods will be necessary to establish the adult and peer support system so significant in developing a child's own desire to learn to read.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7.0 THE EARLY READING LEVELS

Once children seem ready direct instruction must be provided through a systematic reading program. The B.C. Elementary Language Arts Curriculum Guide stresses a basal reader approach. The basal reader approach, however, is not enough by itself for most students, and for some students should not be the main program component. Native Indian students typically fit into this latter group. They will probably benefit from a reading program that emphasizes the language experience approach, as outlined in the remainder of this section.

In planning and organizing the beginning reading program for children of culturally and linguistically different background, six components are essential:

The children profit from:

1. Twice-daily experience in being read to.
2. Daily experience of having their experiences and speech put into print, and reading it back (Language Experience.)
3. Frequent reading in material which reflects their lives, experiences, and culture.
4. Daily reading practice (individual, paired, or in group) in reading material at their independent or instructional fluency level.
5. Developing and maintaining individual checklists of all skills and elements as they are taught to ensure mastery and keep unknowns to a manageable level.
6. Frequent highly pleasurable experiences with reading.

7.1 "Read-Aloud" Experience

The importance of being read to and its extraordinary effect on language growth and enrichment has already been emphasized. Its role has also been established in developing positive attitudes towards reading while providing adult models of reading. The informational and entertainment value of the book or story provides a high pleasure setting that encourages this learning process.

In addition the read-aloud process provides the child with an understanding of "what reading is all about". Listening gives the child an opportunity to become familiar with books, to think, question, and interpret, and to gain some familiarity with the mechanics of reading itself. Frequent experience with read-aloud stories by the teacher may be the determining factor in reading success for the child who comes to school with limited book experiences.

7.2 Language Experience

For the child with limited book experiences at school entry, the difficulty of understanding 'what reading is all about' is extreme. When the child's first experiences with reading are limited to workbooks and pre-primer readers, it is easy to predict his or her confusion.

It is especially important for native children that their earliest direct reading experiences occur through seeing their own speech converted into print, followed by reading back their own stories, individually and in cooperation with classmates.

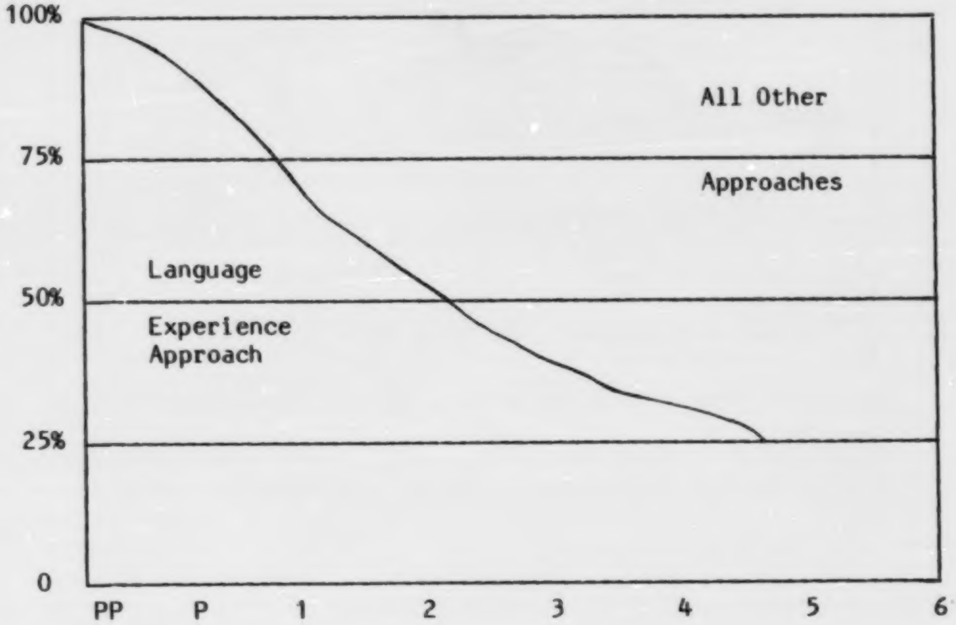
> "What I say - becomes print.
> What I said - can be read!"

Through this approach (language experience) the subject matter of the print is the child's own life experiences. Since there are very few books available at beginning reading levels which reflect current native life (see list, Appendix C), this approach also generates a supply of locally relevant material for the classroom.

Without detailing a complete program in language experience, an outline of useful approaches for daily programming follows; but first, an important note on procedures. The object of the Language Experience approach is to teach the child to understand print. It is important that the material presented to the child be as print-like as possible. The child's words must be printed carefully by an adult or an older child (highschool age, perhaps). This is the most difficult aspect of a Language Experience program. The children can produce stories, phrases, or words faster than the teacher can print them on cards or on mini-books. It is useful to have help: parents, aides, older students, to help in the printing. When the students start producing minibooks they may be typed.

Reliance on language experience in the reading program may gradually diminish as the child becomes a proficient reader, although there are primary teachers who have relied exclusively on the language experience approach with excellent success.

Reading Approach Balance

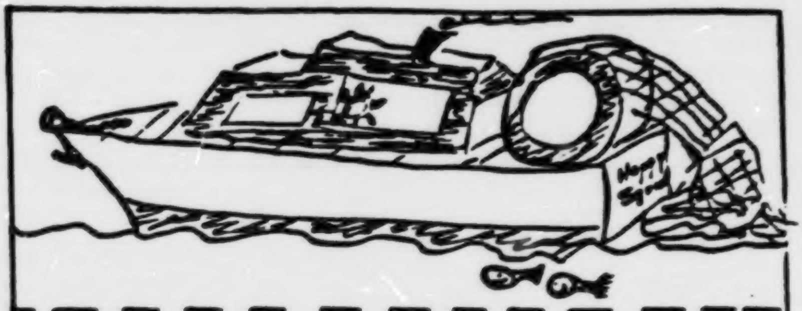


The Mt. Gravatt Program (Australian) offers a commercially produced language experience program which is based on a controlled use of children's own common phrases and expressions.

For most teachers, the class developed program will be favoured. Following is a list of activities and approaches:

Initial Stages:

- Labelling (with phrases) various classroom furniture, architecture, and objects.
- Playing games with these labels.
- Personal word or phrase cards - student chosen daily; "whale", "up the river", "ride a skidoo", "skin the moose".
- Playing games with these cards and practicing with a buddy.
- Art work with space for a one line sentence dictated and recorded underneath:



The fish are smiling 'cuz my dad missed them!

- Weekly student folder collecting the art work with one-line captions.
- Class books (weekly) featuring each student's weekly favourite, bound, and sent home, or placed in the reading corner.

Later Stages (Group & Individual)

- Group Story Chart.
  - Generate cooperatively from the children's community or classroom experience. *Use the child's own dialect without change.

The First Plane After Break-Up

All of us run down to the beach - even Mr. Lario. Over by the creek was a small open spot of water.

The plane was circling. No one was sure. I think "maybe its too small - the space".

We got no mail for 5 weeks and mum worries about her sister in Smithers.

The plane was from Telkwa and one smart pilot. He lands on the ice chunks and slides in.

We all smile and help carry the bags to the store.

Now we are back at school -

Takla Landing

- Use the daily group story to teach reading. This is the key to using language experience as a reading approach. Any technique used in basal readers can be applied to the story chart.
  - Read back the story, alternating sentences, phrases, etc. Take turns between;
    - . whole group, individuals
    - . boys, girls
    - . children with brown, black or red shoes
  - Locate important
    - . words, phrases, sentences
    - . ideas
    - . note form, structure, punctuation

    (Use coloured marking pens, hand bracketing, or match phrase strips).
  - Cut up the story into strips for each child. Rebuild the story in sequence.
  - Appoint one child as story-scribe for the day.
    - . The child copies the group story onto a ditto master and signs his name.
    - . The ditto is run off.
    - . The teacher sends the day's story home with each child, and encourages sharing with family.
    - . Keep one weekly set of stories to stay in the class reading corner.
  - Keep the large charts and hang on a chart stand - for student choice and practice in pairs.
- Use photographs of local scenes to generate group stories (large photos) or individual stories (small photos).
  - Read-back sharing as child selects his weekly best for the reading corner.
- Write a daily journal or diary entry. Then teacher writes a one sentence response or question about the child's comments.
- Collect a personal anthology of student's best stories and make mini-books for home and for the reading corner.
- Make a class mini-book of all the student's response to one theme: i.e. The Sense of Touch.

> "I like the feel of my mom's hands. When I bath she scrubs my back. Her hands are smooth and warm".
> Mary Jane McKenzie, Hazelton.

Advanced Stages

- Match up a student with a buddy in a younger class. The older student interviews his or her buddy and writes a mini-book about him or her.

    - Provide a controlled vocabulary list to the authors, (limited to the buddy's instructional reading level).
    - Author reads the book to the younger buddy and leaves it with the buddy.
    - Next time the author listens to the buddy read the book to him or her.

- Write a fiction mini-book for a buddy in the class or in a younger class.

- Build student charts to explain, describe, or prepare for a project:

    - recipes

front	back
Bakeless Cookies 2 c. cornflake crumbs 3/4 c. mincemeat 1/2 c. chopped nuts 2 T. honey 1 T. butter 2 T. lemon juice confectioners sugar	Place cornflakes, mincemeat and nuts in a bowl and mix up with clean hands. Add honey, butter and lemon juice. Knead until blended, roll batter into little balls. (approx. 1 T. each). Roll little balls in sugar. Refrigerate 10-15 minutes. Eat!

    - field trips

    - science experiments

- Write mixed board and seat stories. Rotate daily so that one third to one half of the class writes stories at sections of the board, while the others write at their seats. When finished, authors or friends read the board stories aloud to the class.

- Interview writing and sharing, (of older students, adults, community helpers, elders, etc.)

- Class newspapers, etc.

7.3 Culturally Relevant Material

Following is a limited list of books, paperback books, and materials related to Indian life with readability levels from pre-primer to late Grade 2 levels, which were developed in British Columbia for native students reading in the early Grade 1, 2 and 3 levels. The content is often locally specific but include themes, values, and events that are relevant to native children and their families.

These materials can supplement the daily production of language experience stories in the classroom. Since their content is tied to a very specific geographical area, they are most useful if local mini-books are also developed. Such local readers are an excellent way to get native parents involved in a team effort within the school.

PRIMARY READING MATERIALS ON NATIVE LIFE

Bella Bella PrePrimer Readers by Bradley and Karen Hunt, Bella Bella Community School, 1977-78

- Around Bella Bella
- Boats Around Bella Bella
- Come to the Beach
- The Helicopter Comes To Bella Bella
- The Little Goldfish
- The Little Herring
- The Months of the Year in Bella Bella
- The Propeller Goes Around and Around
- The Raven and the Crow
- Time to Fish
- Where I Live

Bella Coola Mini Books of Legends (contact Burman Henry, Supervisor) School District No. 49, Bella Coola, British Columbia.

Brute and His Friends, (Picture Book) by Jo-ann Archibald, Coqualeetza Education, Cultural Centre, Stolo:Sitel Curriculum, Sardis, British Columbia - 1980.

The Fish Line Magazine (twice a year), T'szil Board of Education, Mt. Currie, British Columbia.

Haida Reading Book by Erma Lawrence, Ketchikan, Indian Corporation, Ketchikan, Alaska, U.S.A., 1979.

Haida Story Telling Time by Robert Cogo, Ketchikan, Indian Corporation, Ketchikan, Alaska, U.S.A., 1979.

The Indian Reading Series: Stories and Legends of the Northwest by Henry Real Bird, Karen Stone and Joseph Coburn, Series I, II, III, tape, teachers manual and activity cards, 1977.

Legends of T'Sou-Ke and West Coast Bands, compiled by Sandra Laurie, Darlene George and Francine George, Sooke Region Historical Society and T'Sou-Ke Band, Victoria, British Columbia, 1978.

Lhalha, by Beatrice Brown, illustrated by Arthur Hall, Bella Bella Community School, Heiltsuk Cultural Education Centre, 1977.

Mahyegs, Three Stories. T'szil Board of Education, Mt. Currie British Columbia.

Mr. Bear and The Baby, by Ed Leon, Coqualeetza Education Cultural Centre, Stolo:Sitel Curriculum, Sardis, British Columbia, 1979.

Stories About the Shuswap Indians, by Jennifer Dick, available through B.C.T.F. lesson aids.

Sun, Moon and Owl, Books 1, 2, 3, Teachers Guide and Worksheets, by Karen Clark, available through B.C.T.F. lesson aids.

S7ulh - Stories and Articles About Us, by Squamish Students at Norgate School, coordinated by Ann Simeon, North Vancouver, 1979.

S7ulk - More Stories and Articles About Us, by Squamish Students at Norgate School, coordinated by Ann Simeon, North Vancouver, June 1980.

Upper Stolo Fishing (Grade 4) Fishing methods, equipment, and preservation, Coqualeetza Education Cultural Centre, Stolo:Sitel, Curriculum, Sardis, British Columbia, 1979.

Wigwam Tales by Jennifer Dick, School District No. 24, Kamloops, British Columbia, 1973.

WSAENEC SKELKEL Newsletter, Saanich Indian School Board, Administrator, Saanich, British Columbia.

7.4 Daily Reading Practise and Instruction

An examination of the two major criticisms of a language experience based reading program are worth consideration. This awareness provides for the addition of other approaches to ensure a successful total program. The weaknesses include:

- lack of enough practice reading material at the child's own fluency level and
- lack of a sequentially based skill development program

Experienced teachers compensate for these weaknesses by using personally developed materials or selecting materials from published reader and workbook programs. There are, however, a number of teachers working with native children who have limited teaching experience. The provision of an easy-to-follow published program is useful to ensure systematic instruction in the areas not covered through a language experience approach.

A basal reader program provides an excellent resource to the less experienced teacher, because it uses a wide based and systematic approach to reading instruction. It should offer all of the following components

- A learning management - evaluation system.
- Controlled vocabulary within student reading texts.
- Progressive difficulty of sentence structure in student reading texts.
- A sequential skill development program featuring
  - Word attack
  - Vocabulary
  - Comprehension
  - Study Skills
- Supplementary reading materials.
- An easy-to-follow teachers' guide.

Basal reading programs also provide a wealth of material to the child for reading practice. It is this daily practice which provides the cement for the learning to read process. In the beginning, a child's small sight vocabulary limits the use of library books to provide this practice. Consequently, the wider the quantity of reading material available to the child the more valuable the program.

In student texts, the teacher provides for reading reinforcement, stretch, and skill development, through daily lessons. During the childrens own reading time they have additional books from the Magic Circle Library (Ginn 720) which match their independent reading levels, as well as the class collection of language experience material collected in the reading centre. This wide selection provides for the pleasure of sharing, as children are encouraged to do paired reading with a buddy. This process encourages two students to select a book or story and share it while alternating short reading turns. At first the partners take one sentence turns, then later one paragraph turns, in order to keep the interest of the silent partner up, and "drift-away" down. After rehearsal, pairs can share their choice with classmates - one reading, while the other turns pages and shows the pictures - alternating reading, turns every few pages.

The daily practice - both individual and paired, combined with the opportunity and responsibility to share with classmates - adds further stimulus to the enjoyment of reading and the desire to grow and improve.

7.5 Individual Checklists of Skills and Fluency Checks

All basal reader programs are subject to certain common criticisms. Basal texts, as a result of publishing processes, tend to be:

- Urban oriented
- Middle class oriented
- Weak representations of various minority groups and cultures
- Paced for language-able students.

Teachers can compensate for these weaknesses by preparing the native student for new ideas and experiences, by using language experience to provide local relevancy, by omitting certain stories, and by carefully checking fluency and completing a checklist of skills to determine if a child may move into higher levels of a reading program.

Most reading texts are developed to match the learning pace of language-able students. The frequency and speed of introducing new skills, vocabulary, and concepts can lead to incomplete learning unless careful recordkeeping is established. One of the most frequent experiences of native students is to be "swamped by a sea of unknowns". These students have learned a portion of what they've "been taught", but often the teaching rolls on and on, leaving them further and further behind. The distance between what is known and what is taught snowballs, so that they are unable to organize themselves to learn even a segment of what they need to know. This occurs partly because they don't recognize what they don't know and partly because there is far too much detail to organize and master.

Charley Is A Perfect Example

In November his teacher decided he was ready to read, along with five other children. He joined the others in a beginning alphabet and vocabulary group. At first it was fine. There were 5 letters to learn (S-M-A-T-H) and 5 words (run, jump, and, the, ball). In the first week he felt fine because he learned 'S-T-A' and 'run' and 'ball'. His teacher was happy too.

In the second week his teacher added (C-O-P-F-I) and (play-for-mother-can-do). All of a sudden Charley had 7 sounds and 8 words to learn. He managed to learn 'C - F' and 'play - mother - can'.

Then the next week the teacher went on again. Now he had 10 sounds and 10 words he didn't know.

The snowball had begun. Charley tried but couldn't organize himself and the teacher didn't know:

(1) What he did know and
(2) What he didn't know.

She became frustrated too, for he had seemed bright, but now he seemed unable to "KEEP UP".

Charley's teacher would have saved a lot of frustration for both of them by listing the elements (or skills) being taught and checking to see which ones he had really learned. Her list for Charley would have looked like this:

	s	m	a	t	h	c	o	p	f	i	etc.
Charley	✓		✓	✓		✓			✓		

	run	jump	and	the	ball	play	for	mother	can	do	etc.
Charley	✓				✓	✓		✓	✓		

Once this information was clear the teacher would be less likely to continue adding unknowns until the earlier learning was complete.

This picture is relatively clear at a beginner's level. However when older children have learning profiles with large numbers of skill unknowns, the situation is further complicated. Further progress is nearly impossible until these unknowns are mastered. This is the reason that thorough teaching at prescribed grade levels often has little effect on the weaker student. Until someone determines the student's previous skill holes and assists him or her in mastering them, his or her chances of improving are limited.

This effect is also operative on the child's reading level. A student who has not mastered the vocabulary most frequently used in library or textual reading (usually 80% Grade 1, 2, and 3 words) will be unable to continue reading in more difficult materials (i.e. Grade 5). This prevails no matter how carefully the teacher introduces the new vocabulary of the "prescribed reader". Mastery of vocabulary refers to the child's ability to instantly read (retrieve) a word (in 1/5 of a second) and to use the word sensibly in a spoken sentence. These two factors are good indicators that the word is understood and committed to the child's permanent memory. It also emphasizes the slowness of over-frequent word-sounding which interferes with meaning.

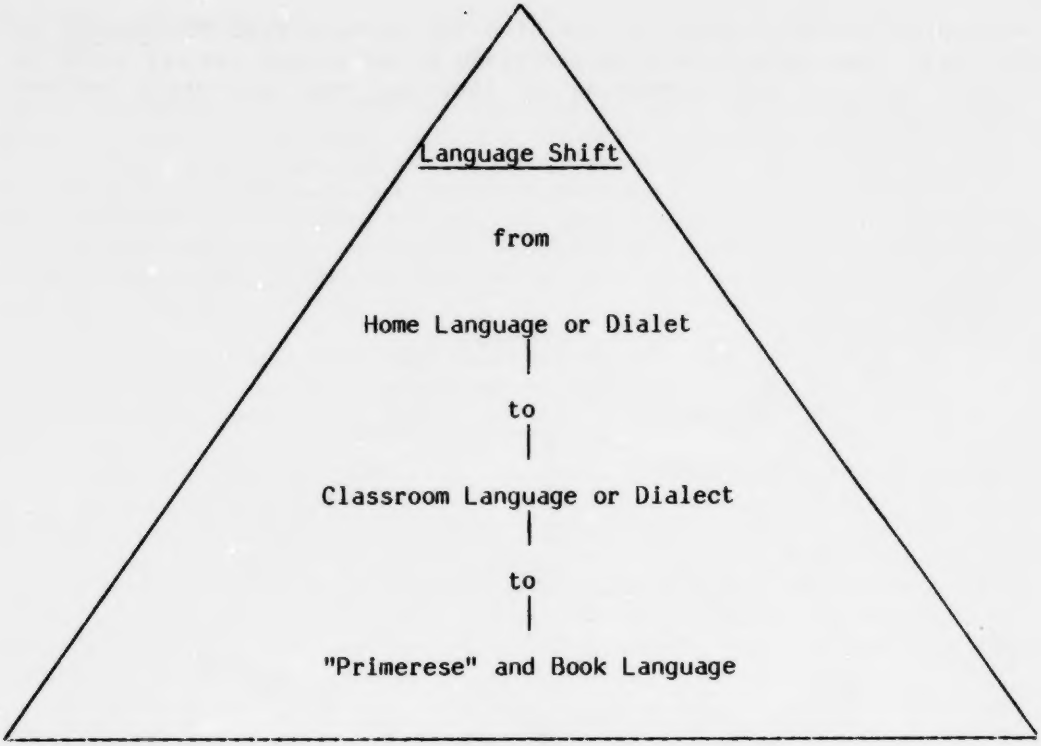
Two current lists of word frequency are available to classroom teachers to assist in determining the words students know. The first list allows one to estimate word recognition (reading), the second list provides a basis for estimating spelling (writing).

- The computerized American Heritage List of Word Frequency, (1971) available from the Lower Mainland Council of the International Reading Association, 3216 West 2nd Ave., Vancouver, B.C. V6K 1K8. This list covers the 1000 highest frequency words in print - in order of decreasing frequency to the Grade 8 level

- Ves Thomas, Teaching Spelling, (1979), Gage Publishing Ltd., Vancouver, B.C. - This list includes the words most frequently found in print in Canada. The words are listed in decreasing frequency and include frequency from school usage.

Many of the controlled reading series (for example, the Dale list is included in the Sprint series) also contain word lists. These lists, while useful are usually not graded and word order varies from list to list.

Caution is necessary concerning reader series which are controlled on the basis of word sound (phonic) similarities. As pointed out previously, the initial reading exposure for the native child is crucial. His linguistic background usually differs considerably from textbook (Standard) English. He may have to make a number of language shifts before he can think in the language of readers.



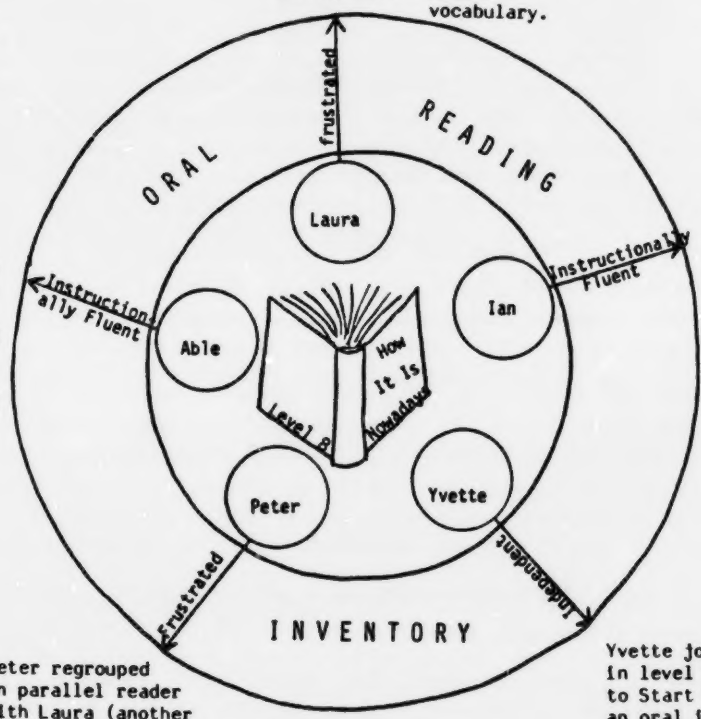
If another layer of artificial language (phonic control) is added to the initial reading experience, it complicates the process of learning to read, so that understanding may be virtually impossible.

Example

"Pat got as sad as a winter sun."

Since 'meaning is the message' for successful reading, the use of phonically controlled readers as a program for native children is highly questionable. But a thorough phonic program is a vital component of the reading instruction a student needs to develop the skills of new word recognition for independent reading. It should be part of any balanced reading development program.

Administering an informal reading inventory is one way of monitoring student progress. Such monitoring is helpful in preventing students from attempting to read material that is too difficult, what has been called "frustration level" material. The B.C. Language Arts Curriculum Guide (1978) establishes some criteria for scoring informal inventories. Further suggestions are provided in Section 9 of this resource book. The following diagram illustrates one example of regrouping students based on the Ginn 720 mastery test for How It Is Nowadays. Some caution must be exercised in using such mastery tests as a sole criteria for regrouping as they may not accurately reflect reading skills.



ORAL
READING
INVENTORY
Laura
Ian
Able
Peter
Yvette
How It Is Nowadays
Level 8
frustrated
Instructionally Fluent
Instructionally Fluent
Independent
Frustrated

Laura regrouped in parallel reader with Peter (another series). Mastery test - weak in vocabulary.

Able regrouped into level 9 "Inside Out" on page 62 with Ian and another six children. Mastery test passed.

Ian regrouped into level 9 "Inside Out" on page 62 with Able and another six children. Mastery test passed.

Peter regrouped in parallel reader with Laura (another series). Mastery test - weak in comprehension.

Yvette joins new group in level 10, "A Lizard to Start With". After an oral inventory shows her instructionally fluent at that level as well as mastery test for level 9.

7.6 High Pleasure

There are several approaches to learning to read which provide a high pleasure impetus and build positive student attitudes about reading. All of these approaches can be used supplementary to any basic program. The first is a technique developed by Bill Martin Jr., and promoted in Holt, Rinehart and Winston's Sound of Language Series. It consists of reading and continually re-reading high interest, catchy stories, poems, rhymes, and songs to the children until they are so familiar that they are able to:

(1) choral read them with the teacher,
(2) choral read them with a group, and finally
(3) read them independently or with a buddy.

This technique can be used with any high interest material and might well be used with selections from the Indian Reading Series from the Northwest Educational Lab., or other Indian life reading series offering short, high interest legends and stories. It also applies well to all enjoyable nursery rhymes, finger plays, poems, jokes or stories. The Sounds of Language Series itself offers a good anthology of this kind of material. Since the emphasis is on enjoyment, the audience has the answer, so if students are turned on, continue - if not, stop!

The Ontario Educational Authority has developed a learning to read television series called Readalong. It provides 10 minute video taped programs featuring several lively puppets; Boot, Pretty, Grandma, Elephant, The Explorer, Mr. Bones, Who Owl, and real children. It introduces language in context situations and uses the latest video effects for introducing and reviewing new words. Readalong also includes songs, stories, poems, and jingles as well as a teacher's guide with coloured pictures of the puppet characters. It is available for purchase from the Provincial Educational Media Centre, Ministry of Education, Richmond, B.C. Although the cultural content and values differ greatly from those of native families, it has proven very successful and popular with native children in Alert Bay, Lytton, and North Vancouver, B.C.

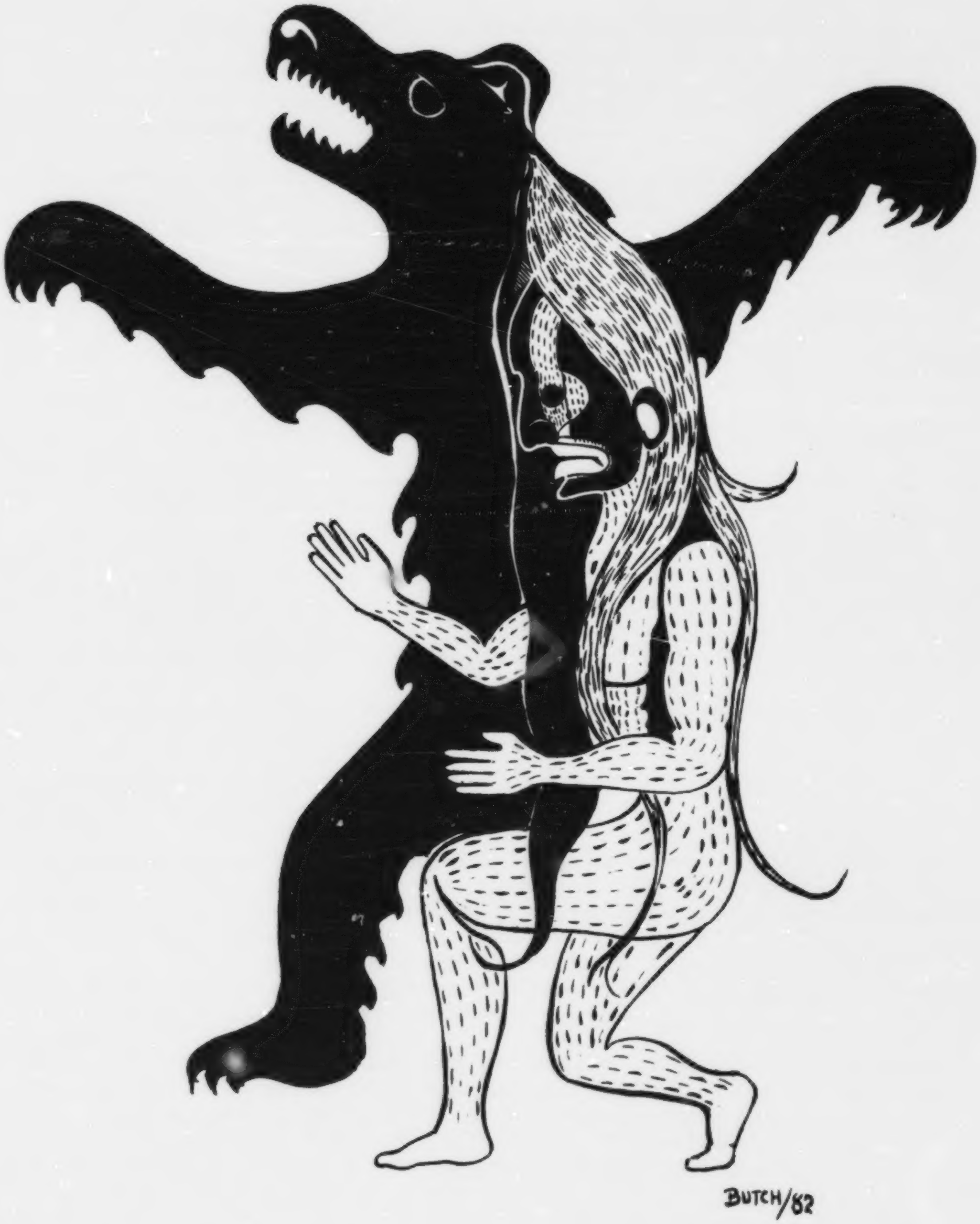
A buddy system provides a great deal of mutual reading pleasure when students within a class or between classes are paired with younger or older children to regularly share books. This process of sharing by reading and discussing has been credited in a research study as instrumental in improving the abilities of both students (and in particular the abilities of the helping or older student).

It should be emphasized in this section on beginning reading that the approaches for the native student differ from early reading instruction for the non-native student. The differences can be summarized in three points:

- The emphasis on using the children's own stories as class reading material (language experience) is amplified.

- Techniques which are highly successful with all children are given priority.

- The content of the total reading program emphasizes large amounts of culturally relevant information.



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8.0 LATER READING LEVELS

The native students' attitude towards reading influences their growth and success. Once children have successfully begun to read, each teacher is responsible for stimulating the students continued interest in reading, while complimenting and challenging the reading skills to ensure continuous growth.

There are at least five basic components to planning and organizing a program of instruction for the older native student, who has progressed beyond the early stages of reading:

1. Continue oral language enrichment and expansion.
2. Systematic instruction in a wide-based reading program fitting the student's instructional reading level and providing for sequential skill development.
3. Provision of classroom reading materials related to native life and culture to supplement the basal program.
4. Adequate provision for independent library book selection and daily practice reading.
5. High pleasure reading experiences.

8.1 Continued Language Enrichment

In addition to the oral language approaches suggested in the section on Spoken Language, Section 5.1, it seems fruitful for teachers (at all levels of the elementary school) to continue reading to their children twice a day. This practice is common in the primary grades, but is often abandoned in later years. Extending read-aloud experiences throughout the intermediate years may ensure that language acquisition and language enrichment will continue.

In order to provide this exposure the particular choice of read-aloud stories and books should hold high appeal for the students and be above the listening and speaking level of the majority of students. Establishing a reserved shelf of high impact "read-aloud" books in the library provides quick and easy access for teacher selection.

The Word Analysis Practice Cards published by Harcourt, Brace, Jovanovich Inc. are another effective way to provide for language growth in vocabulary. Each of the word sorting cards lists 25 to 30 words, which the student divides into 3 categories described on the card. When the student is stumped, he uses the dictionary to assist him. Since the cards (3 levels) can be matched to the child's instructional reading level, the child is motivated to sort out the few "teasers". The cards are self checking on the reverse side. The word sorting process requires careful thinking reflected in student interest and engagement with the task.

There are several teaching practices used for word-recognition which need to be altered and expanded for the linguistically different student. These include out-of-context sight word flashing, single word language master cards, and too frequent phonic decoding. The difficulty with all these practices is the belief that the noise of a word carries meaning (often referred to as word barking). If new words are memorized in isolation from either spoken or printed context there is danger that the student brings no meaning to the word when reading it. She or he is therefore apt to miss the entire meaning of the idea he or she is attempting to read.

AN EXAMPLE TO TRY

Sound out:

Minakwaywaykumik

Min/a/Kway/Way/Kum/ik

Well done - faster -
Now you've got it -

Oh - what does it mean?
Well you 'read it',
surely you know?

*See bottom of page.

---

*Minikwayway kumik = drinking place = tavern = (in Cree)

All of these methods are useful tools for recognizing new words, but practice must first be provided in context so that meaning is carried as well as noise. Initial practice can be provided with oral phrases and sentences using word blanks during word flash drill and pictures on the Language Master. Durrell's Speech to Print program provides a good model of this approach. It uses an oral sentence context, non-verbal responses, and forces students to be actively engaged in thought in order to answer sensibly.

The Cloze Technique is a useful method for comprehension improvement. This involves removing every 5th, 7th, or 8th word in a story and letting the student supply it. It can be done very effectively out loud, by pausing in a story to let students orally supply the words. The chosen word is usually cued by the preceding and following words. (Context.) The students' choice doesn't have to match the book's, but it must;

- fit grammatically,
- fit the meaning, and
- make sense.

When students demonstrate success orally, they are challenged to apply the skill in printed context.

Example:

They never reached the ________ islands. Marra rowed and Alison ______ in the stern and _______ the tiller. There was _______ sea running, just enough ________ bring the little wavelets ________ flower, and the flock ________ terns that seemed to ______ them for a while _______ like flowers, too, against _______ sky, so Marra ________, but Alison only laughed __________ her. (p. 32, Tell Me How the Sun Rose, Level II, Ginn 720)

8.2 Systematic Instruction at the Child's Instructional Reading Level in a Wide Based Reading Program

The value of a basal reader in providing reading practice and planning for systematic skill development is great. However the reading text must first fit the student's instructional reading level, if the instruction is to substantially increase reading growth.

In the B.C. Elementary Language Arts Curriculum Guide (1978, p. 13) the desirability of providing instruction "at the student's level" is reinforced. The authors of the language arts guide also suggest that providing a textbook more than one-half a year above the child's instructional level may have a negative effect on reading improvement.

The recently prescribed Ginn 720 Program provides the teacher with a learning management system to ensure the placement of each student in a text fitting his instructional reading level. On pages 49 to 55 in this guide another procedure is described for teachers to use in determining a child's instructional reading level. This method will be useful when using other basal reader series with controlled word frequency.

Another benefit provided by most basal reader series is the wealth of ideas for daily lesson planning available to the classroom teacher through the teachers' manual. In spite of the skill development strands built into most basal reader programs, a number of comprehension skills are not easily mastered by students. When thinking (comprehension) skills are difficult for students to master, several factors may cause interference:

- The particular thinking skill was not previously learned through listening instruction.
- The reading level of the materials used to challenge the thinking skill does not fit the student.
- The particular thinking skill was not focused on consistently until mastered. It may have been alternated or included with a number of other thinking skills to be taught.

In the 1978 B.C. Language Arts Guide under the section "Suggested Teaching Strategies", teachers are encouraged to try the listening-reading transfer lesson. The two principles of this lesson are:

(a) The teacher sets very specific purposes for listening and reading. These purposes are based on the (learning) outcome listed under the appropriate listening and reading goals.

(b) The students are asked (for example) to listen for the main idea just as they are asked to read for the main idea. This will help students understand the similarity of the two processes.

The major weaknesses of basal reader programs for native students are the lack of culturally relevant material and the inclusion of a great number of experiences which are entirely unknown to the native child. The sensitive classroom teacher can compensate for these faults by:

- providing interesting lead-in information, experiences, and preparation for stories which are outside the student's own experience.
- omitting totally irrelevant selections.
- using culturally relevant reading material frequently to supplement the program.

In summary, the strength of a wide based reading program includes sequential skill development and provision of a quantity of varied reading experiences at a controlled reading level, plus the valued resource of a well organized and easy to follow teacher's guide. The lack of culturally relevant reading experience and the frequency of irrelevant and urban-based selections are weaknesses which need to be recognized and compensated for by each classroom teacher.

8.3 Culturally Relevant Materials

There is a great need in the classroom for the provision of reading material dealing with native life, culture, history, current affairs, and fiction to balance the huge amounts of books, magazines, newspapers, etc., that deal with non-native life in the school and community. Until recently the existing books and materials about native life were written at such a high difficulty level that their usefulness was limited to picture and caption reading. However in the past five years there has been a great increase of published books dealing with native culture. A significant number of these are quality books written at readability levels of Grade 3 through Grade 8. In 1977 the Government of Canada's Department of Indian Northern Affairs published an annotated bibliography of books on native life titled "About Indians, a List of Books, 4th Edition". It divides the books into groups from Grades K to 3, 3 to 6, and Grade 6 and beyond for easy reference. This bibliography provides an excellent reference for school librarians who are planning to expand the native culture content of their collection. Appendix C of of this guide is a list of books on native life and culture which could serve as another ordering source for teachers and librarians.

In addition to published sources of information about Indian life and culture, many classroom activities produce student-made reading material and media reflecting the local community. This is language experience at its most sophisticated level.

Another source of information about Indian culture is the native curriculum materials which are being locally developed in British Columbia. A list of these materials is on pages 31-2. Although these materials rely on mutli-media approaches as well as print, the high interest and ease of readability of the printed information make them extremely attractive to students.

As emphasized in the 1978 B.C. Language Arts Guide, an integrated approach to developing language arts skills is vital. Using these locally developed materials thematically with the whole class or a portion of the class, provides an excellent opportunity to practice language art skills while studying a unified theme.

8.4 Independent Reading and Book Selection

The enjoyment of reading in library books, magazines, film strips, newspapers, etc., is the real goal of a child's learning to read.

There is little point in learning how to read, however, when there is little for children to select, because there are very few library books within their reading level. Until children reach a late Grade two fluency, this limited choice is a real problem effecting independent library reading. Fortunately during the last five years, greater numbers of wordless picture books, read-a-long taped books, and low word-load books have been published which provide a broader range of choice to young readers.

The essence of a successful independent reading program in the classroom is the provision of ample time for careful book selection and daily time for students to read and enjoy their choices.

Some classrooms provide this time and practice through Uninterrupted Sustained Silent Reading (U.S.S.R.). Twenty to forty minutes daily are scheduled in a fixed time slot, so that all students, the teacher, the aide, etc. are reading self-selected books. Some schools have actually selected a coordinated time slot, so that all classes, the janitor, the secretary, and the principal are reading simultaneously. This time is devoted exclusively to reading and no other activity takes place.

During book selection, there are always students who find it difficult to find a book that fits their interest and their reading fluency level. These are the students recognized as page flippers, library traffickers, and 'nuisance to your neighbour' types. The problem has often been complicated by classroom practices which gave the message that everyone ought to be in the same difficulty of book (a prescribed grade level reader).

There are two classroom approaches which can change that message.

(a) The 5 finger rule

When beginning library book selection with the class, emphasize again that a book must fit its reader. Ask the students to check one full page of print after they have chosen a book. Have them put up one finger for any word they would have to sound or puzzle out. If they use all five fingers on one hand, the book is too difficult to be used for independent reading. For students who have avoided reading and picked too difficult books in the past, this will require repeated teacher reinforcement. During the first weeks students' choices need to be carefully checked before they leave the library. If they are still not using the five finger rule, teachers can assist them in applying it to select a suitable book. This will require monitoring for several weeks to be sure the message is clear.

(b) Classroom mini-libraries

Select from the school library or the nearest public library a choice of 15 - 20 books, aimed at the readers who have the most difficulty selecting accurately. In other words, pick easy-to-read books so that if students insist they are finished, you direct them immediately to their mini-library, rather than lose them to a library search. When students realize that what you do and what you say convey the same message, they begin to choose more thoughtfully.

These particular students will be choosing shorter books to match their independent fluency level, so that they will finish more quickly. It may be useful to allow them one or two extra choices on library selection day. In respect to "too easy" books, students may try this a few times, but if they're actually reading their books, the choices probably match their independent fluency level. In this situation, it is far better to err on the too easy side than too hard, for word repetition is the glue that provides permanent learning of vocabulary.

8.5 High Pleasure Experiences

Foremost among high pleasure exposures is the daily experience of being read to by the classroom teacher. A variety of read-aloud experiences, reflecting the whole range of reading choice, will provide the foundation necessary for understanding the elements and qualities of literature. In addition the response of a student to a particular author or topic may establish the beginnings of his or her own personal taste in book selection.

A reference to taped books has been made several times in this guide. They are clearly one of the most popular reading experiences chosen by native students. Such taped books appear to have a direct effect on reading growth and library use. The individual packets include:

- One copy of an attractive library book and
- One cassette taped script of the exact story, with signals for page turning.

Also available are:

- Filmstrips of the illustrations and
- Multiple copies of the text.

Following is a list of selected publishers, producing read-a-long taped books:

Coronet Instructional Media Ltd., 200 Steelcase Rd., E., Markham, Ontario, L3R 1G2

Educational Enrichment Materials - Administrative Information Media, Educational Aids, P.O. Box 86704, N. Vancouver, B.C., V7L 4L2

Ginn & Co., 3771 Victoria Park Ave., Scarborough, Ont. M1W 2P9

Nelson-Bowmar, 81 Curlew Drive, Don Mills, Ontario, M3A 2R1

Visual Education Centre (Enc. Brit.) 75 Horner Ave., Toronto, Ontario.

Walt Disney Educational Media - McIntyre Educ. Media Ltd., 30 Kelfield St., Rexdale, Ont. M9W 5A2

Weston Woods, Box 280, Station A, Weston, Ontario, M9N 9Z9
(*featuring Caldecott & Newberry Award Books & Stories)

Sharing is another valuable way to provide a reason to read. The buddy system involves selecting an older or younger reading partner from another class, and listening and reading together on a regular basis.

The organization of both classes takes careful planning and monitoring by the teachers, but it offers tremendous enjoyment through reading, and is well worth the organizational effort.

For native children an influx of traditions and culture can add to their self-esteem and bring enjoyment to the entire class. There are a variety of choices at all grade levels of stories, filmstrips, and taped books representing the legends and history of native people in British Columbia.

Other high interest reading activities include student written puppet shows, mini-dramas, and student written radio programs. Students of all ages enjoy taping stories and books for younger students. Also many of the language experience and student-made curriculum activities provide reading pleasure.

9.0 THE DIAGNOSTIC TEACHING OF READING

In order to provide an appropriate reading program for native Indian students their teacher must continually ask questions. These questions could include, among others, such things as: (a) Is Lee Ann, for example, reading the correct reader?; (b) what kinds of assessment procedures should I use to determine her strengths and weaknesses in reading?; and (c) after deciding on a reader, what should I do to be certain my choice was a good one? The answers to these and other similar questions can be changed from maddening to manageable if the teacher follows a diagnostic decision-making model. The steps of such a model are quite straightforward. They are:

(a) Look at what you already know first;

(b) Listen and look carefully at what and how the student reads;

(c) Based on the information gained in steps (a) and (b), estimate reading level;

(d) Use this estimate as a starting point when administering an informal reading inventory or standardized diagnostic reading test;

(e) Design or select reading material based on assessment decision. Try a lesson or two based on tentative placement decision;

(f) Make grouping decision and monitor performance.

Each of these steps will be discussed in more detail below. In order to do this we will attempt to make a placement decision for Victor who has arrived at his new school as a "Grade 5" student in mid April.

Look At What You Already Know

- The previous teacher had placed Victor in a grade 5 reader. No other information arrived with him to indicate whether he was reading at that level successfully.

- A Gates-MacGinitie Reading Test Score was forwarded as well. Unfortunately only the grade equivalent score was included. This data suggested that when compared to other students on this test, he scored at a grade level of 3.8. This data is very misleading as depending on the level of test taken (unknown), Victor's grade equivalent score can change considerably. Since our purpose here is only to estimate where to start testing on a diagnostic reading inventory we will use this information as a crude guess.

Listen And Look Carefully At What And How The Student Reads

- Sometimes it will take awhile before either the Learning Assistance teacher or the classroom teacher will have an opportunity to administer a diagnostic reading test.
- The classroom teacher, in the first two days, listened to Victor when he read. It was noted that Victor was not afraid of books and appeared to like to read. The classroom teacher estimated Victor as a late grade three reader.

Estimate Where To Start Testing

Based on the available information, Victor's reading level for assessment purposes is estimated to be between the last reader in grade 3 and the first reader in grade 4.

Use This Information To Start Testing

- In this case the program the classroom teacher is using has a self-contained informal reading inventory. Since the available estimate of reading level is very crude, the Learning Assistance teacher (or classroom teacher) decided to start test one level below the estimate. The following were Victor's results:

Grade 2	Late Two - one error - 90% score on comprehension questions
Grade 3	Early Three - three errors - 85% comprehension

*indicates Victor is
reading at late
grade 3.

Late Three - five errors
- 75% comprehension

Grade 4 Early Four - seven errors
- 50% comprehension

Try A Lesson Or Two

For the first few lessons, the classroom teacher will want to watch Victor quite closely. Test information is not always accurate. Students have been known to read more poorly in an initial test situation than they typically read. Continue to use the five finger rule of thumb and watch for signs of "this is too easy" as well.

Make and Adjust Placement Decisions

Frequently there is a student who's instructional level does not fall within the range of any group. Since four groups stretch the limits of classroom organization, Winslow is assigned to the group just above his range. Groups are rarely homogenous, so that individualized skill instruction is often provided for specific students. When specific planning and instruction are developed for other student's needs, then an individualized program suiting Winslow's instructional needs becomes an integral part of established classroom practice.

The weaknesses of grouping for reading instruction are due to related practices which are not necessary to the grouping process. When teachers are alert to these weaknesses, they can be avoided without counteracting the many positive results gained through grouping. One of the most damaging practices associated with grouping is related to teacher attitudes, which value advanced readers and devalue the less advanced. This is communicated in direct ways by the naming of groups, the granting of special privileges, and by using higher or lower interest material with specific groups. It is also subtly transmitted through tone of voice, attention, preparation, or room position, etc. Obviously when a teacher overvalues advanced readers, the message is communicated to the children.

One approach which worked successfully to dispel these attitudes was developed by Tom Boulter, reading consultant in Prince Rupert in 1969-71 for use during early September class discussions. Teachers, organizing students into instructional level groups, explained it this way:

> "Tomorrow, we will be starting our reading program. This year you will be in a reader which is comfortable for you and fits your own reading level. You will be with others who also fit the same book rather like the S.R.A. Kits most of you have used. There will be several groups, each reading different books or materials. The important thing is that your book really fits, so that you can improve and grow in reading ability. Its rather like good running shoes. If they fit exactly, you don't trip, stumble or fall, you run your best. You would never want shoes which were too long or too short because you wouldn't be able to run well.
>
> Well, its the same way with books! It's important in this class that we are in different books at different times. It is not important which book you are in, only that your reading and class work is done extremely well at your level, so that you grow and improve throughout the year."

Constant Monitoring Of Individual Student Performance Is Necessary To Provide Further Teaching Information

In order to follow the evaluation procedure recommended in the 1978 B.C. Language Arts Guide, a teacher needs constant feedback to determine whether what she has taught has actually been learned. When using prescribed materials, (developed primarily for middle class, urban students, speaking Standard English) with students who have linguistically and culturally different backgrounds, the need for specific feedback is extremely important. If the reading program involves supplementary textbooks and materials that don't include management and skill evaluation systems, then the need for a teacher-based system is increased.

In basic terms, everything a student says, reads, writes, or does provides information to the teacher about:

- What he does well, and
- What he is unable to do

A finely tuned ear and a finely turned eye are probably the most useful tools that a teacher can develop. Excellent class programs can be developed solely from anecdotal index cards noting the problems that particular students encounter during class work. There are always clusters of students with similar needs so that most instruction can be provided in a group setting.

MERLE LEWIS

Nov. 20 - Runs over punctuation
Nov. 20 - Stops at end of line
Nov. 23 - Eye swing still slow
Nov. 26 - Unable to understand sequence
in story, past first event

Grouped with Mary, Jim, Abel
(oral group; ordering
sentence strips)

If index cards with each child's name are easily available to the teacher, notations can be made at the moment of discovery. Later in the day a review of these cards provides individual and group lesson planning direction. The skill groups so formed, continue together until mastery is achieved. These classroom programs built from the actual needs of the students are often more effective than general textbook skill programs.

Another important procedure for the teacher who is carefully monitoring student skills and performance is to checklist new information and new skills when they are introduced to a group. This practice emphasizes the difference between what is taught and what is actually learned. As new information is introduced a precheck provides information about which students know specific facts or skills and which students need instruction. Instruction is then tailored to those who need it. When instruction has been given, a post-test or re-check is given to see exactly which students have mastered the information. Re-teaching by means of an alternative approach is then provided to the students who do not demonstrate mastery.

Examples:

Pre-Test

CHECKLIST ON LOCATING WORDS & WORD MEANING IN THE DICTIONARY

Dec. 1:

Instructional Organiz.	Students	Alphabetizing Letters					Using Key Words		Meaning in Context
		1	2	3	4	More	1st Key	2nd Key	
Group 2	1	✓	✓	✓			✓		
Group 1	2	✓					sometimes		
Group 1	3								
Group 2	4	✓	✓	✓			✓		
Excused	5	✓	✓	✓	✓	✓	✓	✓	✓
Group 2	6	✓	✓						
Group 1	7	✓							
Group 2	8	✓	✓						
Group 2	9	✓	✓	✓	✓		✓		
Group 2	10	✓	✓	✓					

Re-Check

CHECKLIST ON LOCATING WORDS & WORD MEANING IN THE DICTIONARY

Dec. 10:

Instructional Organiz.	Students	Alphabetizing					Using Key Words		Meaning in Context
			Letters						
		1	2	3	4	More	1st Key	2nd Key	
Student-Student Tutoring	1	✓	✓	✓	✓		✓	✓	sometimes
Reteach	2	✓	✓	✓			✓		
Reteach	3	✓	✓	✓			✓		
Excused	4	✓	✓	✓	✓	✓	✓	✓	✓
Excused	5	✓	✓	✓	✓	✓	✓	✓	✓
Excused	6	✓	✓	✓	✓	✓	✓	✓	✓
Individ.	7	✓	✓				sometimes		
Reteach	8	✓	✓	✓	✓		✓		
Excused	9	✓	✓	✓	✓	✓	✓	✓	✓
Individ.	10	✓	✓				✓		

10.0 WRITING

Organizing a program of writing for native students involves selecting highly successful teaching approaches while avoiding techniques which are less productive. The classroom teacher is responsible for providing:

1. Strong motivation to write,
2. Frequent opportunity to practice the skill of writing,
3. A wide variety of writing experiences, and
4. Diagnostic analysis of the written language skills needed by an individual or group, followed by teaching that focuses on particular skill needs until mastery occurs.

10.1 Strong Motivation

Since writing requires a high degree of skill in oral language, as well as the mechanical skills to convert thought into print, it provides a complex and difficult challenge to each student.

In order to motivate children to write, there must be a clear reason to write. The child must draw from a wealth of interesting first hand experiences with clear purposes for recording and sharing those experiences with others. The language experience approach may provide an initial exposure to writing as students, through the teacher, convert their thoughts and speech into print. The extension of this language experience approach from captions and chart stories to advanced levels of composition is vital to writing success for the native student.

10.1.1 Pre-Writing

From the earliest attempts to convert ideas into written form, many native Indian students need a stimulus to motivate their writing. They find the process of writing slow and complex. In order to break through the reluctance to write, the teacher must provide experiences to stimulate ideas, and encourage the desire to share and create.

The stimulus can be provided through planned in-school experiences or by capitalizing on real life experiences as they occur. Occurrences which contain a high level of feeling (burning issues) are particularly successful in unlocking the flow of written language. The use of literature as a stimulus is also extremely valuable. It provides ideas, language modelling, and form which can be used to focus student interest and provide specific input. Linking the task of writing to real life (adult) use of writing provides an additional stimulus.

During the earliest stages of writing, the teacher's contribution is vital in the preparation to write. The interest and information that the teacher focuses provides the thrust to students' interest. This holds true whether the writing is informative, descriptive, or creative.

List of Motivational Techniques

Literature based
- Use of content and specific ideas to "piggy-back" writing
- Finish a 3/4 read short story
- Imitate the forms or styles of selections
- Provide narration for wordless picture books

Pictorial based (photographs and pictures)
- Describe the scenes, events
- Predict outcome
- Comparing and contrast
- Sequence etc. from multiple pictures

Comic based
- Cover the balloons and write own dialogue
- Write one liners for each frame of wordless comics (Doug Wrights Family, Nancy)

Real life based
- Interviews
- Buddy books
- Describe an exciting event
- Sports reporting
- Class newspaper
- Diaries
- Give opinions on burning issues

Tape recorder based
- Notetaking from audio sequences, followed by collaboration in a writers' workshop
- Self dictation

Media based
- Themes - Scripts, etc.

10.1.2 Post-Writing

The outcome of most writing experiences should involve display, reading, or publication of the student's efforts. This process of sharing has unlimited value in promoting student writing. It is extremely important that the outcome of the writing experience have a potentially authentic audience, besides the teacher. A partial list of techniques to encourage sharing follows:

- Board Authors

  One segment of the class (1/3 to 1/2) is assigned to chalkboard spaces 3 - 4 feet in width. All other students write as usual at their desks. Each board author reads his completed story to the class at some time during the day. The groups are rotated each day so that all students become board authors over a 2 - 3 day period.

- Bulletin Board Bests

  Each child keeps a folder of his week's writing efforts. One Friday each student selects his favourite for posting the following week. (Class or hall posting.)

- Class Authors Anthology

  Students choose their favourite story from their writing folders to be self-illustrated and bound in a book for their class reading centre.

- Home Anthology

  Each student's favourite story is copied onto a ditto stencil, illustrated, and run off to be stapled as a class set to be taken home and shared with parents.

- Interviews and Buddy Books

  Children in one class or between two classes are matched to interview one another. They write a book about their buddy, illustrate it, and share it with that person.

- Diary responses

  The teacher responds to each diary entry with a one line written comment or question. The following day the child writes her answer before making her regular diary entry.

- Letters to praise or protest

  Children are encouraged to write letters of opinion related to current events in their community, or to respond to literature, advertising or media experiences (burning issues).

- Scripts to perform

  Puppetry, minidramas, radio and television scripts are prepared, polished, and performed for other classes.

- Group song writing

  Students substitute their own words (lyrics) for a well known song. The teacher provides one or two starting lines. After wards the children prepare and perform it for other classes.

10.2 Frequent Opportunity (Building Confidence)

One of the keys to developing student writing skills is the daily practice of writing. At first this may be done by students dictating their ideas to the teacher who acts as scribe for the individual or group. This language experience approach soon requires a selective teacher withdrawal, as the child is encouraged to record his own captions, labels, and stories.

This transfer period from teacher to child provides the prime opportunity to build child confidence. The mechanical process of changing thought into print often feels extremely slow and laborious to the child. Skills such as printing, spelling, and handwriting need to be practiced in context until they can be used effortlessly. Only then does the child feel comfortable in setting down ideas.

There are several practices which assist the child in developing this confidence:

- Sentence building from word cards
- Paragraph copying
- Teacher or student to student dictation of
    (i) single sentences or
    (ii) paragraphs
- Self dictation with a tape recorder
- Class word helpers
- Spelling blanks in stories
- Personal and class spelling dictionaries
- Timed paragraph reproduction

- Sentence building from word cards

Each child has her own envelope or box of word cards. After demonstrating how to build a sentence on the overhead projector, each child is asked to reproduce the sentence at her own desk. The cards should be on 1" x 1/2" tag board and limited to about 50 total at one session. Group vocabulary can be dittoed onto tagboard and cut with the papercutter. When the children know how to build sentences with meaning, they are given a fixed time and asked to see how many full sentences they can build before the stop signal is given. (Caution: When sentence building with later vocabulary, be sure to include the most frequently used words from any controlled list, i.e. American Heritage's first 50. These are service words which hold a sentence together.)

Example

(the) (of) (to) (and) (a) (in) (is) (it) (you)
(cards)
(that) (he) (was) (for) (on) (are) (with) (as)

(I) (his) (they) (be) (at) (one) (have)

(this) (work) (or) (some) (other) (word)

(time) (some) (other) (people) (number)

3 Minutes

He has a number.
Some people have this word.
It is time to be at work.
They are ...

Score 16

Points are given for each word in a sentence making sense. Each child records his own score each day and tries to improve it.

- Paragraph copying

In order to loosen up the child writer and get him to note form, punctuation, capitalization, etc., he is asked to reproduce a brief paragraph from his reader or from a chart story. These paragraphs are teacher selected intially and child selected once the process is well understood.

Positive marking is used by counting points for each correct word and adding points for each correct capital, indentation, and punctuation. (A time limit is useful to encourage speed in copying.)

- Dictation

One of the best ways to break through the reluctance to put ideas into print is through teacher or student-to-student dictation. At the beginning stages the teacher selects and reads short simple sentences from the students' own readers.

Students are asked to:

- Listen to the sentence
- Echo the sentence aloud
- Print or write the sentence

Scoring is done by the teacher using positive marking. Points are given for each correct word, capitals, and punctuation. The child records his own score and attempts to improve it daily. The sentences should never be above the child's instructional reading level and may be below it, especially when introducing dictation to the students. For more able students, whole paragraphs can be dictated, once competence in single sentences is secure.

Another dictation method offering far more creative possibilities is self transcription on the tape recorder. In this approach, the student records his words and thoughts rather than writing them down. Later he transcribes his recording verbatim, using the replay and pause buttons. This unlocks the flow of ideas which is often hampered by the mechanics of spelling, punctuation and grammar.

All of the above methods are limited in their effectiveness to removing the reluctance to write, caused by unfamiliarity and fear. They would be discarded once the student's writing reflected a comfortable competency.

- Class word helpers

By designating one or several students as class word helpers for the week, the student who needs to spell a particular word can have immediate access to help without depending on the teacher. The word helper(s) can be class or teacher appointed.

- Personal and Class Spelling Dictionaries

By accumulating the words which are either requested or misspelled in student work and alphabetizing them, needed words can be organized into a "dictionary format".

This can be done either by an individual or by a group. If each student has a personal dictionary, a scribbler can be tabbed with alphabet letters and new words added each time they are needed. Since this process leads to a list which is not alphabetized under each letter, a card file or loose leaf arrangement is often used instead.

Spelling blanks

One of the greatest blocks to thought flow in composition is overconcern with spelling. This happens when a child is interrupted in the midst of an idea, because of a word he is unable to spell automatically. When she pauses too long, he or she actually loses the train of thought and is unable to continue the idea or story.

A teacher can direct students to use the following procedure when there is spelling they are unsure of:

- Put down the letter they think the word starts with,
- draw a line, and,
- continue writing the composition until finished.

- Then go back and complete the word blanks using any of the spelling aids available;
  - class word helpers
  - personal dictionary
  - class dictionary
  - regular dictionary

> Example:
>
> When I reached the top of the cliff, I looked down and s_______ with fear. Below me was a 100 foot drop and the cliff I was on was undercut.

Time paragraph reproduction

All of the previous methods have been directed at breaking through blocks in the mechanical process of writing. This final method is directed at increasing the speed of transcribing.

A short paragraph is selected by the teacher and reproduced in print or handwriting at the chalkboard or on the overhead. Students are asked to prepare their bodies, pens or pencils and paper to reproduce the paragraph as often as possible during the time limit. A signal to begin is given, followed by a signal to stop after a reasonable period of time. Total words are counted and recorded each time. (The total paragraph word count is given to assist students in counting.)

The time period may be altered in length or held constant for record keeping. An overemphasis on speed sometimes leads to deterioration in handwriting quality. Therefore, this technique is frequently alternated with lessons, which stress quality in handwriting or printing.

10.3 A Wide Variety of Writing Experiences

Once the child has experienced increased ease in writing, he needs daily practice to develop his general writing skills. This practice tends to refine and develop new writing skills, concentrating on the art of communication. The student's daily writing experience should include:

- Diary, calendar, or journal writing
  (a) Descriptions and reports or
  (b) Imaginative and creative writing.

The writing experiences which are planned and stimulated by the teacher should include both prose and poetry. The selection of a particular form should be followed by several days of concentrated attention until the level of skill increases.

Following is a suggested list that provides a wide variety of writing experiences to encourage the development of specific writing skills:

Prose

* Note taking
* Diaries, calendars, journals
* Stories
* Reports
* Letters
* Advertisements
* Scripts
* Speeches

Poetry

* Free verse
* Rhymes
* Songwriting
* Haiku-Cinquain, etc.

In selecting experiences from this list and stimulating the reason to write (the message), teachers give students daily opportunities to increase their writing skills. Pride in improvement is a further motivator to the developing student author.

10.4 Diagnostic Analysis and Focused Teaching

Experience as a speaker and as a reader has a direct effect on written language. The ability to compose tends to lag behind reading levels at least one half to one full year. In other words, a year six student reading at an early four level is apt to write stories using vocabulary and sentences of the year three level.

Teachers who are unaware of this effect may become discouraged by the writing efforts of their students and consequently make only sporadic attempts to emphasize the writing strands of the language arts program. Yet it is the consistent daily focus that is so vital to the native student. This direct instruction in writing and writing practice stimulates growth in the developing student writer.

Past efforts at formal grammar instruction had little or no transfer effect on the writing abilities of students. Much of this textbook inspired instruction was organized for one exposure mastery. The emphasis on particular skills was not related to the student's own language needs and often provided a different emphasis each day. Many lessons were not planned to provide re-teaching until student mastery occurred.

One of the most effective ways to develop a student need-based writing program is by compiling a master list of class difficulties. This is done as follows:

(a) Prepare and stimulate students to write.

(b) Circulate as they write, noting individual difficulties and strengths.

(c) Collect the writing products.

(d) Read each sample and make a master list adding any problem encountered in a student's writing. (See example, p. 66.)

(e) Add a tick ( ) if a problem re-occurs in another student's writing.

(f) Note the problem most frequently ticked and select it for specific pre-writing instruction the following day. (10 minutes maximum)
- . Use 2 or 3 examples on board or overhead.
- . Explain rule or language structure (oral or written).
- . Correct one.
- . Group corrects others.

(g) Have students self edit this one specific problem, during the following writing.

(h) Have partners exchange and edit.

(i) Check the new writings
- . if problem is greatly improved, decide whether to
  - repeat another day of focus, or
  - select the next frequent problem from the master list
- . if problem shows little improvement, continue the focus on the specific problem daily until improvement occurs.

(j) Collect new samples and make a new master list once the most frequent problems have improved.

The following master list of writing problems was prepared for a student who was having difficulty with the mechanics of writing. Such lists do not and should not be restricted to the examples given below. Other writing factors to watch for include: sticks to the topic, connects ideas in paragraphs, connects ideas between paragraphs. What is included in the master list, then, reflects the weaknesses in the student's written language.

Master List of Class Writing Problems

Incorrect gender (he or she: him or her)	✓✓✓✓✓✓✓✓✓
Capitalization	✓✓✓✓✓
Punctuation	✓✓✓✓✓✓✓✓✓
Verb tense	✓✓✓
Run on sentences	✓✓✓✓✓✓✓✓✓✓
Repetitive sentence starts	✓✓✓✓✓✓
Dialectical grammar:	
He don't	✓✓
I got's	✓✓✓✓✓✓✓
me myself	
we ain't	✓✓
Indentation - paragraph form	✓✓✓
Overuse of connectives and but	
Word Order	
Few Adjectives	✓✓✓✓✓✓✓✓✓✓✓✓

Spelling words - giant, canoe, terrible, legend

The pre-writing instruction should be brief and focused on one particular problem. When the language difference is due to the local community dialect, the direct teaching will be through an oral approach. Ideas for choral speech and other oral language activities of the class are often generated from the class writing. Language needs and differences are sometimes clearer to the observer in written form than in a fleeting oral exposure.

Another technique based on the students' own writing is to compile a list of interesting words, posted daily, and accumulated and alphabetized (by the student) for the writing corner. This list is made at the board or on the overhead by the teacher, as she circulates during the writing period. Entries are made from words used by the students in their compositions. They are listed in context so that meaning is imbedded in the word phrase. The list provides a great impetus to students to use a richer vocabulary when writing. At the end of the writing session, the list can be used for student-to-student oral language expansion.

Words from Writing (May 30)

pretended he couldn't see
launch the boat
grind the corn
shot the decoy
a spiny branch
won the trophy
a valuable ring
receive a letter
a homey living room

Personal or group spelling tests can also be compiled from student word requests, as well as from composition word errors. These personalized lists may be supplemented by words from other spelling lists, such as the Ves Thomas list. This is especially appropriate as a pre-writing exercise. Students can be encouraged to add these new words to their personal lists and to use them in pre-writing and writing exercises. Spelling is then integrated into language use and the purpose of accurate spelling becomes more apparent.

One of the most difficult areas of language use is the understanding of idioms. Common expressions such as:

- down in the dumps
- a stitch in my side
- a sensitive chord
- a loose tongue
- comb the waterfront
- an itch to get away
- thick as mud

convey meanings which are not obvious. Usually the meaning has developed historically through repetition and agreed upon usage. An excellent resource book for understanding idioms and their specific meaning is A Dictionary of Idioms for the Deaf.

If teachers are alert to the interference these expressions might have in conveying meaning, they can note the idioms as they occur in reading selections and develop the meaning orally with their class. A class collection of expressions with drawings by the students depicting the right and the wrong meaning is very useful. Collection and frequent use of these idioms increases the likelihood of their transfer into written composition.

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11.0 EXPANDING SUPPORT SERVICES FOR TEACHERS AND STUDENTS

11.1. Library

An important part of the language arts program is a school library, featuring a librarian and a wide based collection of quality books, media, and materials from earliest to advanced reading levels. A fully trained children's librarian is extremely valuable to assist the children in appreciation, self selection and use of the collection. Since qualified librarians are often not available in most small communities, the personality and skills of the teacher/librarian who takes on this responsibility is crucial. In schools serving native communities, the librarian should be vitally interested in the local culture and particularly sensitive to the reading needs of native children. Particular emphasis should be placed on the joy and pleasure of books since many children will have had limited experience with reading at home.

11.1.1 Collection

In recognizing the reading needs of native students, the librarian will be responsible for enriching and expanding the library collection itself. The collection will need to feature large amounts of:

- Fiction and non-fiction material (books, filmstrips, tapes, newspapers and magazines reflecting native life and culture featuring readability levels from Grade 3 to 5), see Appendix C.
- Easy readability (Grades 2, 3, 4) fiction and non-fiction books, magazines, filmstrips, newspapers, pamphlets, etc., on all interest topics
- Taped books for individual and group readalong use. (Library book or filmstrip with verbatim tape, see pages 47-8)
- High interest-low vocabulary series
- Paperback books and novels with easy readability (Grades 3, 4, 5)
- Wordless picture books (see Appendix D)

11.1.2 Services

The librarian should offer a number of services regularly to the students and teachers in order to enrich the language and reading experiences of the students. All of these services will be geared to expand the students enjoyment of reading through pleasure with book experiences.

- Storytelling - Grade 1-4

  - expanding the student's literature and language experience.
  - introducing legends, stories, and history depicting native life.

- Pre-school visitations

  - storytelling for parents and preschoolers
  - aid in book selection and weekly borrowing

- Assistance in book selection

  - reinforcing the 5 finger rule for book selection (see page 46)
  - establishing a quickie section where fiction and non-fiction books at the Grade 3-4 readability level can be easily located. This section is aimed at the older reader who has difficulty finding a book suitable to his interest at a comfortable reading level
  - assisting individuals in exploring the fiction and non-fiction sections of the library collection

- Setting up a reserve shelf of read-aloud books for teachers

  - providing high student appeal and impact, as well as language stretch and rapid selection for use by teachers in their daily read-aloud periods
  - ordering duplicate copies of read-aloud titles for student shelves to provide for re-reading generated by the teacher's reading.

- Organizing small group study of literature and special topics

  - literature appreciation
  - development of core-themes study
  - assistance in knowing and using the non-fiction collection
  - organizing for report and research study
    - card catalogue
    - encyclopedia use
    - filmstrip and film use
    - atlases
    - gazetteers
    - pictures and study cards

- Introducing students and staff to the non-print materials and media

  - taped books
  - filmstrips
  - loop films
  - records
  - films
  - picture cards
  - video cassettes
  - simulation games
  - wordless picture books

11.2 Learning Assistance

In schools serving native children the Learning Assistance is as much a teacher support service as a child and parent support service. The role of the learning assistance teacher should include responsibilities in assessment, direct instruction and consultation. The consultation role is extremely important.

Due to the language differences (dialect, second language learning and cultural use) which affect the development of literacy in native students, the learning assistance teacher, in addition to direct instruction with individual and small groups, needs to work cooperatively with classroom teachers to ensure appropriate instruction for the majority of students.

11.2.1 Assessment

Group Reading Tests

The learning assistance teacher may assist the school staff in the selection of standardized group reading tests by offering advice on the strengths, weaknesses and uses of the various tests that are available:

e.g.
1. Gates-MacGinitie Reading Tests (Canadian edition)
2. Stanford Diagnostic Reading Test
3. Metropolitan Reading Test (Instructional Battery).

Learning assistance teachers may also assist the staff in selecting the level of test suitable for each student. Tests should be given which match the present reading level of the student not the grade level of his class. Tests given at the appropriate level will provide more accurate information about the child's reading ability.

Teacher's manuals for many of the tests provide information on out-of-level testing. Grade equivalent scores from a previous test can provide a basis for determining a suitable test level. If several months have elapsed since previous testing, the grade equivalents will need to be adjusted to reflect probable growth.

Group reading tests are appropriate instruments to supply the following information:

1. Initial screening information to assist in identifying students who require learning assistance services.
2. The range of reading levels within the class
   - to assist in identifying groups of children who may be instructed in materials of similar reading level
   - to assist in the selection of reading materials which are at the students' instructional level
3. Initial screening of a student's general areas of weakness to indicate what areas need more detailed diagnostic testing.
4. An evaluation of student progress during the year. To compare pre and post test scores, the teacher should select an achievement test that was normed at two times in the year. Standard scores or percentiles should be used for comparisons since grade equivalents are skewed.

For more information on the use of standardized tests, refer to:

> Selection and Use of Standardized Tests: A Resource Book for School and District Personnel, Ministry of Education.

Individual Assessment

In early September and throughout the year referrals for the diagnosis of specific learning needs reach the learning assistance teacher from four possible sources:

classroom teacher referral
parent referral
self referral by the child
analysis of individual scores in group testing.

Classroom teachers and school-based teams can assist the learning assistance teacher by priorizing concerns and indicating each child's particular area of difficulty. An individual diagnosis is given in order to determine each child's specific strengths, weaknesses and learning needs and to establish which children require direct instruction from the learning assistance teacher.

There are several categories of information in language arts that must be checked to determine the child's specific strengths and weaknesses.

Diagnosing
in
Reading

Skill Categories	Diagnostic Tools
Instructional Fluency Level	- oral inventory (independent to frustration level) - group standardized test
Vocabulary Level	- timed word list test (Slosson-San Diego-Durrell) - list of high frequency words - continue reading until 20 unknowns. Allow a one second response (sounding, not counted as passing) (American Heritage, see p. 36).
Phonic Knowledge alphabet sounds consonants vowels - long - short consonant blends digraphs or diphthongs endings syllabication prefixes and suffixes	- instant response to flash exposure - use in taped reading sample - use in sample dictation
Passage Comprehension	- Group Reading Tests, Informal Reading Inventory, Individual Diagnostic Tests (Durrell, Gilmore, Gray, Spache, Silvaroli, Woodcock.)
Reading Strategies and Problems	- reading Miscue Analysis Tests - taped sample readings - cloze test

Diagnosing in Writing

Skill Categories	Diagnostic Tools
Clarity of	
(a) Sentence construction (b) Paragraph construction	- use in sample dictation, or - personal paragraph sample following high level stimulus (story completion)
*Spelling *Punctuation and form *Handwriting *Organization of ideas	- copying (a) from board (b) from reader (note time elapsed)

Diagnosing in Oral Language

Receptive	- listen and mimic
Expressive	- listen and retell - sample taping of child dialogue or monologue - taping of child interpreting picture sequence

Early Identification

Early identification and intervention is essential for children who may experience learning difficulties. Learning assistance teachers can assist classroom teachers in determining the readiness of specific children. By training teachers how to recognize readiness signals, the learning assistance teacher can bolster parent and teacher support to individual children as they approach their own personal time of readiness. The benefits of delayed instruction and pre-readiness skill development are then guaranteed to the child, thereby avoiding the early failure syndrome.

At the kindergarten level, the classroom teacher will be most effective in initial screening. The learning assistance teacher can assist by determining specific developmental lags and particular skill needs through the administration of tests such as:

The Developmental Activities Screening Inventory (Physical, Motor, some Language)

The Boehm Resource Guide Kit and Boehm Test of Basic Concepts (Language)

S.T.E.P. - A Basic Concepts Development Program (Language)
Santa Clara Inventory of Developmental; Tasks - (Ages 4 - 7) (Motor, Visual, Language)

The tests listed above lead directly to program planning to meet the child's specific learning needs. They provide primary teachers with specific ideas for developing programs that are appropriate to the child's specific needs and skill levels rather than prematurely beginning standard reading programs.

11.2.2 Direct Instruction

Early Intervention

Children, ages 5 - 7, may need specific skill programs as mentioned in the early identification section or they may only need general language or motor skill development opportunities. Small group sessions in the classroom or with the learning assistance teacher can concentrate on language expansion, listening skills, or gross and fine motor development. Some teaching suggestions follow.

Language Skills

- Nursery rhymes
- Finger plays
- Fokes Sentence Builder - JoAnn Fokes, Teaching Resources, Ginn & Co., 1976
- Poems - Choral Speech
- Chant games
- Action songs and stories
- Flannelboard stories
- Puppetry
- Pre-Reading Skills Kit - Holt-Rinehart & Winston
- Filmstrips with tape

Listening Skills

- Listen and retell the story
- Jingles, poems, word problems, tongue twisters, riddles and rhymes
- Listen My Children and You Shall Hear by Betty Lou Kratoville, The Interstate Printers and Publishers, Danville Illinois, 1968, revised 1973.
- Perceptual Communication Skills (Developing Auditory Awareness and Insight) by Ruth Selma Herr, Ph.D., Associated Visual Services, 1590 W. 4th Avenue, Vancouver, B.C.
- Pre-Reading Skills Kit - Holt, Rinehart & Winston
- Story Tapes

Gross and Fine Motor Skills

- Movement education
- Rhythm and dance
- Gross motor programs
- Flying Start Kit (and Extension) by Stott, Gage Publishing Co., 164 Commander Blvd., Agincourt, Ont. M1S 3C7
- Active Learning, Bryant Cratty, Prentice Hall Inc., Rt. 590 Brookhill Drive, West Nyach, N.Y. 10994
- Pre-Reading Skills Kit - Holt, Rinehart & Winston
- Move, Grow, Learn Kit - McGraw Hill

Individual Educational Programs

In spite of the current emphasis to adjust classroom instruction to match each child's personal performance level, there are still individual children who require additional support and assistance from the learning assistance teacher.

Following assessment by the learning assistance teacher, the decision is made whether direct instruction in the L.A.C. will be necessary. If direct instruction is not provided, the learning assistance teacher will discuss the assessment results and possible in-class programs and materials with the classroom teacher.

A child who is to receive direct instruction will have an individualized program written by the learning assistance teacher in conjunction with the classroom teacher. The program is based on the needs revealed in the assessment and consists of long range goals and short term instructional objectives; the services to be provided; an evaluation procedure; the anticipated duration of services; and a date for reviewing the program.

Before the child begins his learning assistance program, a contact is initiated with the parents and child to share the information provided by the assessment and to enlist their cooperation and support for the program. The conference can be held at home, in the school, or in reserve offices, wherever comfort and communication is greatest. The tone of the meeting should encourage parents to comment, ask questions, and assist in the program at home. It is extremely important that this contact be viewed as additional positive interest in the child and that the involement of the learning assistance teacher be seen as supportive to the family. The burden for this positive communication rests on the L.A.C. teacher, as school experiences have not historically been pleasant or successful for many native parents.

The time-referenced objectives are shared with the parents and a further meeting to analyze the child's progress is established. If short reports are used in the interim, these are examined and explained to the child and parents during the conference.

Program Components

One of the major reasons that some children find it difficult to improve their own language arts learning is the frustration effect of facing a "sea of unknowns!" It is very difficult for a child (or learner of any age) to identify all the parts and pieces of information he is missing and then organize those parts into a manageable learning package.

The responsibility falls to the learning assistance teacher to identify these missing pieces and select small enough units initially, so the child can (1) focus his learning, (2) master the package swiftly, and (3) concretely measure his learning success.

Initially, it may be useful to work with a package of only five reading elements, but most children can manage a package of ten unknowns in at least two areas once the program has begun.

e.g. - whole word recognition, and

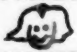
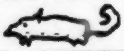
- phonic or sound elements.

A young child's learning package might look like this:

January 15	Word List	(ordered unknowns from pp. 2, 3 and 4 of American Heritage List)
	which number	Jan. 15 - used in sentences read through with LAC
	people where	Jan. 16 - solo reading- accurately read
	through	Stopwatch Timed - 20 seconds
	sentence	Jan. 17 - 17.0, up the list
	move	Jan. 18 - 5.0, down the list
	does	Jan. 19 - 12.0 both up and down
	large	Jan. 22 - moved to new words
	high	

Sound Pack Cards

front	back
e	egg
w	window
f	fish
i	igloo
l	leaf

front	back
th	thumb
er	mother 
ou	mouse 
ar	car
or	corn

The teacher gives the first introduction to the personalized word lists and sound packs so that meaningful context and accuracy are ensured. Further practice can be done alone, with a partner, a volunteer, or an aide, but final checks are by the teacher. All mastered words and sounds are attached to personal running lists on the bulletin board. When a total of fifty words or sounds are mastered, a check is run and all mastered elements go home, with a supportive comment. New lists are then added onto an attractive card which notes the fifty level already achieved.

In addition to learning packages the program consists of large quantities of practice reading and reading application, at the child's instructional and independent level. In tutorial sessions the more time spent in real reading activity, rather than workbook and seatwork activity, the greater the growth. These reading activities should be as enjoyable as possible for the child.

Consequently a number of one to one, and solo activities are recommended:

Neurological Impress

- followed by independent readback by the child at the end of each page
- Beginning at independent level, reading paced by adult
- Proceeding to instructional level, reading paced by adult
- Moving to just ahead of instructional level by the end of one month

Rehearsal reading - the child is rewarded by tokens for accuracy and self-correction.

Taped books

- listen to the taped story and read-along
- rehearsal, read alone
- read to someone else

Tape-a-page (or two)

- rehearse a page (or two)
- tape the page(s)
- listen and check
- record the number of occurrences of the specific problem in the focus (teacher elected, i.e. repetitions, omissions, additions, line pauses, etc.)

Paired filmstrip reading

- rehearse
- alternate frames with teacher, partner, volunteer, aide

Cloze paragraphs with an adult (typically every 7th word is deleted.)

- child reads and supplies the missing words
- adult records words
- adult reads using child's words
- child checks whether his or her words
    - make sense
    - fit the grammar
    - fit the meaning

- adjust words to fit (first through listening, and when skilled, then in reading at instructional level.)

In addition to these basic activities, a number of games, self instruction machines, and drills are widely used to reinforce learning. These activities are most useful when used in a one to one partnership with an adult or stronger student. Post testing is done by the learning assistance teacher to determine exactly what has been learned, as soon as the activity is completed.

Examples of self instruction programs are:

Language Master - Bell & Howell
System 80 - Borg-Warner
The Pal - Insight Media Centre
Tutorette - Insight Media Centre

The most important component of the learning assistance program is the experienced judgment of the teacher:

- The practiced ears and eyes of the learning assistance teacher remain the very best diagnostic tools available.
- Regardless of any planned lesson, a child's moment of difficulty may be the magic moment to begin instruction on a missing skill.
- Daily anecdotal records on particular skill needs are noted and used to plan follow-up lessons for a particular child the following day.

11.2.3 Consultation

Consultation between the learning assistance teacher and classroom teacher helps to lighten the planning load of the classroom teacher, especially when initiating group and individual instruction. The learning assistance teacher may provide consultation to the classroom teacher in the following areas:

- Group testing results - assistance in using test results to group for instruction and select appropriate reading texts. Group test results provide estimates so changes will be expected to occur as the classroom teacher works with the children and observes their individual needs and interests.
- Assessment - information on classroom behaviour and achievement is given by teacher to learning assistance teacher. The results and interpretation of any individual testing that is done by the learning assistance teacher is shared with the classroom teacher.
- Program Planning - direct instruction programs are planned by the learning assistance and classroom teachers together.
- Reviewing progress of class reading groups - assistance may be provided by administering informal reading inventories to check reading levels for selecting appropriate materials and for regrouping.

- Individualized programs - assistance may be provided by developing appropriate individualized in-class programs and materials.

- Follow-up - consultation needs to be provided to facilitate transfer and maintenance of skills taught in direct instruction programs in the learning assistance centre.

- In-service - in order to strengthen the planning of language arts activities and offer ideas for continuous progress instruction, the learning assistance teacher in consort with other skilled staff members organizes workshops to meet the instructional needs identified by fellow teachers. These topics may include:

  - using oral inventories
  - planning vocabulary enrichment
  - giving effective phonic instruction
  - planning useful and meaningful seatwork for group rotation
  - stimulating writing
  - making language arts games
  - using legends for literature appreciation
  - determining and recognizing readiness
  - discussing new methods in reading instruction.

Fellow staff members as well as the learning assistance teacher may use the opportunity to introduce new information, techniques or methods to the staff.

The responsibility for organizing effective in-service lies in the teamwork between the staff and the learning assistance teacher, as the purpose of any in-service activity is to make more skillful instruction available to the children.

12.0 PARENT SUPPORT SERVICES

12.1 Home Care

At the southern end of Vancouver Island, five native Indian bands (Cowichan, Malahat, Halalt, Kuper Island and Chemainus Bay) combined to sponsor a training course for native para-professionals called the Native Family Support Infant Education and Care Program. When the 8 month course finished, 18 native workers were available to provide a home-based child care program for children from birth to age 4.

This program focused on healthy child development with an emphasis on prevention and early intervention through increased parent awareness. In-home support is provided through an activities approach. There is also an effort to identify and assist children with developmental delays. In order to ensure that traditional child rearing practices are integrated into this approach, an elder's group was formed to advise students in the program. The elders have produced a 68 page book, explaining effective child rearing practices of the past.

The instructor for the course was Ms. Gayle Davies, 6160 Genoa Bay, Duncan, B.C. Inquiries can be directed to her or to Mrs. Philomena Alphonse, Cowichan Indian Band office, Duncan, B.C.

12.2 Toy-Libraries

In many urban areas, toy libraries are established in conjunction with local libraries to promote child development through creative play. In some areas parent resource centres are developed simultaneously to provide information, support, and family education in a comfortable adult setting. In British Columbia the Cariboo Skill Building Library at Williams Lake provides an excellent resource to adults as well as children with special needs. This service offers an excellent model of toy collection, classification, and circulation. Inquiries can be directed to the Management Committee of the Cariboo Skill Building Library, Williams Lake, B.C. The Squamish Indian Band also has a program involving home visits the Mission and Capilano Reserves.

Due to the small size of many native Indian communities, toy libraries and parent resource centres might profit from an association with the community school and its library or kindergarten/nursery program. These programs can be cooperatively run but do profit from the expertise of a trained native worker.

12.3 Home-School Coordinator

In most native Indian communities, the home-school coordinator provides a special caring connection between the native children, their families, and the staff of the school. These native workers are selected by their local band councils to provide a bridge of understanding between school and community. As home-school coordinators they are particularly concerned with prevention and early intervention, so that children are not forced into crisis situations before problems are identified and dealt with. The more that school staffs can develop a team approach with the home-school coordinator to identify children with special needs and plan for family support, the more effective these workers can be.

Another significant responsibility of the home-school coordinator is interpreting family and cultural viewpoints and values to school staff. Information and understanding provided by these helpers often establishes the communication base necessary in out-reach efforts of the school.

The home-school coordinators are certainly one of the most significant persons providing the vital communication link between the home and school.

13.0 CONCLUSION

The ideas, strategies, and methods which are described in this Resource Guide are selected because of their effectiveness in various school settings throughout North America, when used with native students, and their classmates.

As these techniques are woven into the fabric of planning, which is integral to effective teachers, the successes of native students will continue to expand. Paramount to successful teacher-student communication is an attitude of high academic expectation combined with real personal concern.

As these strategies develop wider use, parents and teachers together will be able to confidently "Imagine Success".

APPENDIX A

Health Concerns and the Native Indian Student

To ensure that academic achievement of native students is not hampered by health problems, teachers must be conscious of the effect of student health on daily classroom performance.

Middle Ear Infection

In schools serving native children, a special preventive emphasis must be directed toward the prevalence of middle ear infection. Nearly all learning activities in the elementary school revolve around an adequate use of the language of instruction (English). This competency is very dependant on previous listening experience, and is totally dependant on the child having adequate hearing during instruction. It is also dependant on adequate hearing from birth to 3 years of age as this is the time the child's language foundation is being established.

There is an increasing amount of current research concerning the high prevalence of chronic middle ear infection among native children. In the October 1979 Journal of American Indian Education, estimates of the incidence of "otitis media" range from 20 - 70% in native Indian children against a prevalence of 5% for children in the general population. This rate of incidence is effective by the age of 5 years.

The relationship between hearing loss and impaired development of language, serious educational difficulty, learning disability, and specific processing problems has been well documented. In Katz' study, he concludes that: "the auditory deprivation resulting from the 'earplug' effect of conductive hearing loss may cause continuing abnormal auditory function, even after the infection or fluid has subsided."

It is extremely important for the learning assistance teacher to determine the incidence of (1) hearing loss, (2) hearing problems, and (3) chronic hearing problems, in order to plan effective remediation for a child. If hearing problems occured between birth and age 3 then a full compensatory program is necessary at home and school to provide the language input that was never experienced. If the hearing loss occurred chronically above age three, certain concepts may still be missing which need to be experienced. (See Boehm) If the hearing loss is current, a precise medical diagnosis determining the exact nature of the hearing loss (i.e. frequency and sound levels) is necessary to provide precise remediation and/or possible mechanical amplification to assist the learner.

Some of the signs that classroom and learning asistance teachers should be on the alert for are:

- discharge from the ear canal
- chronic respiratory infections

- chronic running nose
- frequent head turning
- short attention span in group situations, yet no less so in one to one situations
- difficulty following directions
- uncooperative behaviour with peers or adults
- high activity level
- irritability

Once a child is suspected to have possible hearing loss, the teacher should immediately request the public health nurse to conduct an individual hearing screening. Due to the fluctuating occurrence of hearing loss in native children, it may be necessary to monitor students at all grade levels throughout the year. A request for checking to the 20 decibel level is very important since a 20 decibel loss is considered educationally significant. Often hearing screening is only noted to the 30 decibel level, as this is considered medically significant. Impedance screening for middle ear damage should also be administered to native children with suspected hearing problems.

The purpose of identifying and screening the child with a hearing loss is to provide more educational help to the child, parents and teacher. If the child's hearing is questioned as a result of screening, further diagnosis by a professional audiologist is necessary. It is from the audiologist report that precise remediation can be planned including the intervention of speech and language clinicians.

In the meantime, children with suspected or known hearing loss require a very particular environment. Following is a quote from the article on "Middle Ear Disease, Hearing Loss, and Educational Problems of American Indian Children";

> "The educational consequences of this type of hearing problem can be reduced by providing a special hearing and language environment that will minimize the auditory deprivation. Parents and teachers can follow these procedures to create an optimal language-listening environment:
>
> 1) Reduce the background noise level when speaking to the child. At home, this may mean turning off the T.V. or stereo; at school, covering large surfaces with carpetand other sound-absorbent materials and providing separate 'quiet' areas for intensive verbal interaction, or simply retreat from a stressful sound environment.
>
> 2) When it is important for the child to hear a verbal message, a) be sure the child is attentive before you begin speaking; b) stand as close to the child as necessary (this may mean preferential classroom seating or not calling to the child from

> another room); c) face the child (to increase non-verbal information from lips, facial expression, gestures); and d) check to be sure the message has been received (repeat, rephrase, or demonstrate, if necessary).
>
> 3) Provide periods of intense, one-to-one language stimulation - reading aloud, verbal play or conversation - as a regular part of the child's home and school education, within an optimal listening environment, as described above."

An additional technique related to (2) above is to provide a visual clue to the class before speaking to them. This provides the hearing limited child with an attention device so that he can focus his hearing. Visual clues include:

- Raising one hand until the entire class mimics and is silent.
- Flicking the room lights and waiting for silence.
- Giving a hand signal to sit during activities (e.g. gym - playground) with class immediately sitting and becoming silent.

Visual Problems

Visual problems also require careful identification and screening. Although weaknesses in vision do not intefere fundamentally with language development, they will limit conceptual development and interfere with learning to read. Signs for teachers to watch for include:

- red eyes and squinting
- holding pictorial and printed materials close to face
- difficulty copying from board

Children with suspected visual problems will also need referral for screening to the public health nurse. The major adjustments to classroom routine for a visually limited child include preferential seating and the opportunity to move about when needed to get clear visual information during classroom demonstrations and activities.

For the child who finds the screening test difficult, further medical diagnosis by an opthalmologist is required to determine if corrective glasses are necessary. At the Bella Bella Community School, a preventative binocular vision program, including screening, teacher training and group tutoring in visual exercises is currently in operation. The future educational results of this program bear watching as they may be useful to other schools considering preventive programs.

APPENDIX B

Locally Developed Curriculum Related to Native Life and Culture, K-7

(for annotated bibliography of all Indian education programs in B.C... see "Indian Education Projects in B.C. Schools", Dr. A. More, University of British Columbia, 1981.)

VANCOUVER ISLAND

ALERT BAY (K^{w}ak^{w}ala)

1 - Learning K^{w}ak^{w}ala.
Series - a series of 12 graded workbooks and Teacher's Manual.

2 - K^{w}ak^{w}ala - native dancing.

3 - K^{w}ak^{w}ala - native songs and games.

4 - Minibooks of legends with illustrations.

CAMPBELL RIVER (K^{w}ak^{w}ala)

1 - Ethno-botany - slide information package

2 - Smoking Dog Salmon - Henderson family slide show K^{w}k^{w}ala and English description.

3 - K^{w}ak^{w}ala culture lessons - housing, transportation potlatches - includes K^{w}ak^{w}ala Vocabulary.

4 - (February 1980). Kit - Social Studies - Environment
The Indian Fishery; A comparison of K^{w}aguil and Shuswap Technologies.
K^{w}ak^{w}ala - English Dictionary.

5 - Language Program. Language Lessons (1 - 10)
Counting Book
Alphabet
Picture Dictionary
Language Lessons (1 - 10) Audio Tapes.

COWICHAN - DUNCAN - (Hul'qumi'hum)

1 - Hul'qumi'hum language program
2 - Illustrated legends
3 - Puppets.

KYUQUOT - Village By the Sea - 1976 (Nootka) -

Filmstrip and script, - Map
How to Play La Hal

- The Cove
- The School
- Boats
- Tuut-suup (sea urchin)
- Trolling for Salmon
- The Woman Cut Up Salmon to Dry
- Eating Clam Chowder
- Having Fun
- Beach Combing
- Things We Make
- A Final Look at Kyuquot

NANAIMO - (Cowichan)

1 - Native Language Program
2 - Native Studies Program (Secondary)

SAANICH - (SEN'COFEN)

SEN'COFEN Language Program

Saanich Native Studies Program, Grades 8 - 10

SOOKE (Nitinat)

Indian Arts and Crafts

Native Indian Studies Program

Sooke Legends - T'Sooke and West Coast Bands

PORT ALBERNI

Nuu-Chah-Nulth Culture Program

MAINLAND COAST/QUEEN CHARLOTTE ISLANDS

BELLA BELLA (HEILTSUK)

1 - Language program
2 - Legends, illustrated
3 - Preprimers

BELLA COOLA (Bella Coola)

1 - Language Program
2 - Mini books of legends
3 - History and culture of Bella Coola Native People (K-4)

HARTLEY BAY - (Smalgyax)

1 - Native Language program books - alphabet cards - workbooks

KINGCOME INLET (K^{w}ak^{w}ala)

1 - Student books and materials

KITIMAT (Wakashan)

1 - The Small Fish (social studies unit for Grade 4) slides, student text, and video tape of Nass River eulachon fishing

1 - Native Art and Design Program (Secondary)

PORT SIMPSON

1 - Language program (Smalgyax)

PRINCE RUPERT

1 - Museum and school board developed native culture curriculum - Grade 4 unit materials and artifacts

2 - Smalgyax Language Program

3 - Tsimshian Native Studies Program

QUEEN CHARLOTTES (Haida)

1 - "An Introduction to the Haida People" (186 pages) by Kathy Bedard and Cliff Armstrong - A resource book for teachers.
2 - Haida Studies (K - 11)

SECHELT (Coast Salish)

1 - The Sea: An Approach to North West Coast Native Understanding (A resource unit for upper intermediate)
2 - Native Environmental Studies Program S.D. 46 (Sechelt)
3 - Northwest Coast Kit

YELLOWHEAD - NORTH

1 - KISPIOX - (Gitxsanimx) Gitxsanimx for Kids - Books 1 - 7
2 - KITWANGA - KITWANCOOL (Gitksan)

  1 - Language Program
  2 - Art Program
  3 - Integrated curriculum using elders

3 - NASS RIVER (Nisgha)
Bert McKay, School District No. 92 (Nisgha), New Aiyansh, B.C.
Nisgha Bilingual/Bicultural Curriculum.
4 - TERRACE - HAZELTON (Tsimshian - Gitksan)
Birds of the Ksan and Harvesting the Ksan Kits
Tapes, drawings, legends, slides
Gitksan language program
5 - VANDERHOOF - (CARRIER)
Carrier Readers, Lesson Plans, Workbooks, Teacher Manual
Carrier Culture Book
Central Carrier Bilingual Dictionary, Plant Book
Carrier Country Map Book
Central Carrier Grammar-Sketch, illustrated Alphabet.

FAR NORTH

DAWSON CREEK (Cree)

Native Skills Program - Kelly Lake
1 - Wilderness Survival (1979)
2 - Moosehide Tanning (Alternate Education)
Guidebook, Album, photos, slides and synchronized tape

FORT NELSON - STIKINE (Tahltan)

1 - Sun, Moon and Owl Readers - available through B.C.T.F. lesson aides
2 - Tahltan Native Studies Kit - Grades 1-5
Course Outline
Teachers Handbook
Study Book and Legends, 30 job cards
Photographs
3 - A Northern and Native Studies Program (1980-81)
Mr. Malcolm McMurray - Director
Fort Nelson, B.C.
School Districts No. 81 and No. 87
4 - The Way We Are - filmstrip of tape of Lower Post
5 - Slavey Language and Cultural Demonstration Program, School District No. 81 (Fort Nelson)

3 - Lilwat for Children: Intermediate - Curriculum philosophy, program outline, word list, and activities. Also materials that can be xeroxed.

4 - Unwalmicwts Workbook - by Lorna Williams

5 - Booklets for Thematic Topics
  a) Lilwat Readers, Books 1 and 2
  b) Number Book 1
  c) Number Books (with hands)
  d) Colour Me Indian
  e) Stam iza?
  f) Stam ti7
  g) Qumqen
  h) Ucwalmicwts Phonics Books, Book 1, 2 and
  i) The Becky Book - numbers and hands

6 - Booklets on Legends and Contemporary Stories
  a) Rosie and Mah (cassette available) (book only) (with cassette)
  b) Weqw ti nkyapa (Coyote Who Drowns) (cassette available)
  c) The Swimmer (cassette available)

7 - Songs in Booklets
  a) Sulyalesta (on Lilwat Dance Songs Cassette) (book only) (with cassette)
  b) Lilwat Dance Songs (in preparation)

8 - Taped Materials on Cassette
  a) Lilwat Dance Songs (by Rosie Joseph)
  b) Personal and Legendary Stories by Rosie Joseph
    . Old Grandmother Babysitting
    . Rosie Selling Basket Materials
    . Cousin Tom and Rosie Eating
    . Coyote Who Drowns
    . Coyote and Owl
    . The Two Coyotes
    . Young Man's Training (Isadore)
    . Camping With Grandma (Agnes Pierre)
    . Tea at Camp
    . Making Yeastbread at Camp
    . Drying Huckleberries

9 - Ts'zil Book of Puzzles (1st Edition)
  Ts'zil Book of Puzzles (revised edition)

10 - The Fish Line Magazines (twice a year)

11 - Mahyegs: three stories

FORT ST. JOHN AND ROSE PRAIRIE (Beaver)

1 - Shuswap language program

INTERIOR

CACHE CREEK (Shuswap)

1 - Shuswap language program

KAMLOOPS (Shuswap)

1 - Primary Kit - 1 (SO-KL-9A-9B)
Wigwam Tales by Jennifer Dick - 1973 illustrated by Janice Dick, Rhoda Little
2 - Stories About the Shusway Indians - B.C.T.F. - lesson aides - 1975 same authors
3 - Intermediate Kit - 11 (SO-KL-10A-10B)
Wigwam Tales - (above) 1973
Indian Foods - Tim Michel - 1973 (also available B.C.T.F. lesson aides)
Coyote Tales
Shuswap Myths (also available B.C.T.F. lesson aides (condensed from other source)
Some photographs of SEBC
Land of the Kekuli
Frontier Living (McQueen Lake Env. Study Centre)
Life Styles of Indians Early Settlers and People Today (McQueen Lake ESC)
The Chase Burial Site (10A only)
Thunderbird Park (10A only)
4 - Shuswap Indian Structures (filmstrip)
Shuswap Indian Artifacts (slide set of photographs of artifacts in Kamloops museum)
Shuswap Legends (2 tales on cassettes by Mary Thomas)
Shuswap Indians (Folio of duplicating masters)

MT. CURRIE (Lilwat)

Board of Education, P.O. Box 174, Mount Currie, B.C. VON 2KO

1 - Unwalmicwts by Jan van Eijk

2 - Lilwat for Children: Primary - Curriculum philosophy, word lists, and activities. Also materials that can be xeroxed.

KOOTENAY - Culture Kit (Grade 4)

OSOYOOS - Field Education, Osoyoos Indian Band, P.O. Box 340, Oliver,
B.C. V0H 1T0

1 - Indian Studies (Grade 4 unit - Social Studies)
2 Curriculum Programs + 1 in process 1980/81

2 - Slide/tape presentation on the Inkameep

3 - "The Great Grape Gamble" - 1/2" video cassette - 30 minutes

4 - Audio tape interview with elders on early history of band

5 - Photo essays on traditional foods - with explanations on usage

OKANAGAN VALLEY - Okanagan Indian Curriculum Project (K-11)
Jeff Smith, Director, Okanagan Indian Curriculum Project,
Penticton, B.C. V2A 5K4.

WILLIAMS LAKE - (Carrier-Chilcotin-Shuswap)

1 - Carrier Language Program

2 - Chilcotin Language Program

3 - Shuswap Language Program - books and workbooks

4 - Chilcotin Artifact Kit

LOWER MAINLAND-FRASER VALLEY

CHILLIWACK - SARDIS (Halq'emeulem)

Coqualeetza Education Training Centre, Box 370, Sardis,
B.C. V0X 1Y0

1 - Halq'emeylem Language Program (Grades 1-7)
Language Cards - Dictionary for language master

2 - Sto:Lo Sitel Curriculum
Study Units - includes texts, pictures, slides, legends
Grade 1 - Upper Sto:Lo Families
Grade 2 - Upper Sto:Lo Communities
Grade 3 - Upper Sto:Lo Interaction
  Part I - with Communities
  Part II - with Nature

- Grade 4 - Upper Sto:Lo Food
  - Part I - Fishing
  - Part II - Plant Gathering
  - Part III - Hunting
- Grade 5 - Rebirth of the Upper Sto:Lo Nation
  - Part I - Land
  - Part II - Transportation
- Grade 6 - Upper Sto:Lo Art, Music, Games
- Grade 7 - Upper Sto:Lo Cultural Stages
  - Part I - Contemporary People
  - Part II - Shelter

Secondary program in progress.

NORTH VANCOUVER (Squamish) - Education Coordinator, Squamish Band Office

1 - Language program

2 - Squamish Kit - social studies unit - grade 4
Pictures, slides, booklets, books, legends, artifacts

3 - Stories and Articles About Us - Anne Simeon - Norgate School

4 - S7ulh - More Stories and Articles about Us - Anne Simeon - Northgate School

5 - Squamish Curriculum Project, K-11.

VANCOUVER

1 - The Indian Resource Kit - 970.4 YOU
(Grade 4) - Vancouver School District #39
Texts - pictures
Slides - Cassette Tapes of Indian Legends
Cedar Use - objects
Model Longhouse - available through Brittania Community Centre Library, 1001 Cotton, Vancouver, B.C.

2 - Musqueam I & II
Books 1 and 2 - "Hungum? i? num? for kids, copyrighted by Musqueam Band, c/o Arnold Guerin for use in Southland School

SURREY

1 - Weavers of the West - Kit. Social Studies unit - grade 4.
Compares coast vs. interior salish culture (developed in Surrey, both available from B.C.T.F. lesson aids)

VICTORIA

Native Studies Program, S.J. Willis Junior Secondary School.
Language, Art, Cultural History.

APPENDIX C

Published Books and Materials Related to British Columbia Native Life and Culture

BOOKS

Ackerman, Maria: *Tlingit Stories*, Amu Press, 1975.

Blades, Anne: *A Boy of Tache*, Tundra Books, Montreal, 1973.

Bouchard, Randy and Kennedy, Dorothy: "Lillooet Stories," *Sound Heritage*, Vol. VI - No.1, Aural History, Provincial Archives, Victoria, B.C. 1977.

B.C. Arts Society and Indian Children of B.C.: *Tales From the Longhouse*, Gray's Publishing Ltd., Sidney, B.C. 1973.

Clark, Karen: *Sun, Moon and Owl Readers*, Books 1, 2 and 3, Karen Clarke, B.C.T.F. Lesson Aids, 1974, (Tahltan).

Cleaver, Elizabeth and Toye, William: *The Mountain Goats of Temlahan*, Oxford University Press, (Tsimshian).

Clubok, Shirley: *The Art of the NorthWest Coast Indians*, Macmillan Publishing Company Inc., New York, 1976.

Clutesi, George: *Potlatch*, Gray's Publishing, Sidney, B.C. 1969.

Clutesi, George: *Son of Raven, Son of Deer*, Gray's Publishing, Sidney, B.C. 1967.

George, Chief Dan: *My Heart Soars*, Hancock House, Publishers Ltd., Saanichton, 1977.

Haig-Brown, Roderick: *The Whale People*, Wm. Morrow & C., New York, 1966.

Houston, James: *Eagle Mask - A West Coast Tale*, Longman Canada Ltd. 1966.

Houston, James: Ghost Paddle - A Northwest Coast Indian Tale, Longman Canada Ltd., 1966.

Kennedy, Paul E. The North American Indian Design Coloring Book, Dover Publishers Inc., New York. (Includes Haida, Kwakiutl and Tsimshian)

Kirk, Ruth: David, Young Chief of the Quileutes, Harcourt, Brace and World, Inc., New York, 1967. (Olympic Peninsula)

Kitanmax School of Northwest Coast Indian Art: We-Gyet Wanders On (Legends of the Northwest), Hancock House Publishers, Saanichton, British Columbia, 1977.

Mason, Patricia & Ellis, Patricia: Indian Tales of the Northwest, CommCept Publishing Ltd., Vancouver, 1976.

McConkey, Lois: Sea and Cedar, J.J. Douglas Limited, Vancouver, B.C., 1973. Illustrated by Douglas Tait.

Melancon, Claude: Indian Legends of Canada, Gage Publishing, Toronto, 1974. (Thompson, Tsimshian, Tlingit)

Ridington, Robin and Jillian: People of the Trail, Douglas and McIntyre, North Vancouver, B.C. Illustrated by Ian Bateson. (Northern Woods.)

Scott, Rosalie: From First Moon to End of Year, Guinness Publishing Co., Vancouver, 1977. (Lillooet)

Shannon, Terry: Tyee's Totem Pole, George F. McLeod Ltd., Toronto, 1970. (Haida)

Sharp, Edith Lambert, N'Kwala, Little Brown and Company, Toronto, 1958. (Salish-Okanagans)

Shorey Publications: Dictionary of the Chinook Jargon - 9th Edition (or Indian Trade Language of the North Pacific), The Shorey Book Store, Seattle, Washington, 1973.

Simeon, Ann: The She Wolf of Tsla-a Wat, Douglas & McIntyre, Vancouver, 1977.

Sleator, William: The Angry Moon, Little, Brown and Company, Boston, 1970. Illustrated by Blair Lent. (Tlingit)

Tora: Haida Legends - Sacred One Both Still and Moving - Stone Ribs, Intermedia Press, Vancouver, 1976.

Waterton, Betty: A Salmon for Simon, Douglas & McIntyre, Vancouver, 1979.

Weatherby, Hugh: Tales the Totems Tell, Macmillan Company of Canada Limited, Toronto, 1944. (N.W. Coast)

FILMSTRIPS

The Boy Who Was Deserted, Baresh, Karl and Marta, Golden Leaf Productions, Vancouver, 1980.
(1 of set of 4 - West Coast Indian Legends Tape and Teachers' Guide)

Diving for Fish, Baresh, Karl and Marta, Golden Leaf Productions, Vancouver, 1980.
(1 of set of 4 - West Coast Indian Legends Tape and Teachers' Guide)

K'San (tape and script) by Gordon Reid. (Out of publication, B.C. Native Teachers' Association, but available in many libraries and resource centres in British Columbia.)

Kyuquot, Village By The Sea, West Coast Vancouver Island, Frances Wm. Stocks, Box 212, Peachland, B.C. V04 1X0.
(Out of publication - but available in many school libraries and resource centres in British Columbia.)

The Loons Necklace, by Cleaver, Elizabeth Toye, and William, Weston Woods, Weston, Ontario, M9N 9Z9 - (Taped.)

The Mountain Goats of Temlahan, by Cleaver, Elizabeth & Toye, William, Weston Woods, Weston, Ontario, M9N 9Z9 - (Taped.)

The Origin of Daylight, Baresh, Karl and Marta, Golden Leaf Production, Vancouver, 1980. (1 of set of 4 - West Coast Indian Legends, Tape and Teachers' Guide).

The Way We Are, Lower Post, B.C., developed, taped and performed by students. (Out of publication through B.C.T.F. lesson aids, but available in many school libraries and resource centres in British Columbia.)

Winter Hunters and Mosquito People, Baresh, Karl and Marta, Golden Leaf Productions, Vancouver, 1980.
(1 of set of 4 - West Coast Indian Legends, Tape and teachers' Guide.)

GAMES

The Game Game - (a Hunting Strategy Game), Coqualeetza Education Training Centre, Stolo:Sitel Curriculum, Sardis, British Columbia.

Sockeye - (life cycle of the Sockeye Salmon), Coqualeetza Education Training Centre, Stolo:Sitel Curriculum, Sardis, British Columbia.

KITS

L'il'wat Kit - fimlstrips, tapes, slides, games, replicas, pictures, National Film Board, 1975.

MAGAZINES

Daybreak Star - (Grade 4 "The herb of understanding"). United Indians of All Tribes Foundation, The Daybreak Star Cultural-Education Center, Discovery Park, P.O. Box 99253, Seattle, Washington, 98119, U.S.A. (Teachers' guide to monthly magazine.)

SLIDES AND TAPES

Voices From the Cradle Board - United Indians of All Tribes Foundation, The Daybreak Star Cultural-Education Center, Discovery Park, P.O. Box 99253, Seattle, Washington, 98119, U.S.A. (Upper intermediate).

APPENDIX D

Some Suggestions For Using Wordless Picture Books

Courtesy of: Marian Gibbons, Librarian, Maplewood Community School, North Vancouver, B.C.

1. In Kindergarten - to give a "sense of reading" - left to right, handling books, independence.

2. To stimulate oral and written expression:
    - primary children tell story to older children who write it down for them
    - children tell story on tape.

3. Provide a plot line for creative writing and oral story telling in older grades.

4. As a plot line for creative drama.

5. When teaching punctuation of dialogue - children write and punctuate dialogue for a given number of pages.

6. For naming of characters, places and objects.

7. For comparisons, oral and written, of the SAME PLOT - different children name, describe and interpret the same story in different ways.

8. For writing descriptive and expository paragraphs.

9. For studying and comparing art styles and methods - how a picture "talks", noting of detail, how face and gesture create meaning, (body language).

10. As an incentive for creating children's own books.

11. Children illustrate a familiar story - make a wordless picture book from a known story.

USING WORDLESS BOOKS TO EXTEND ORAL AND WRITTEN LANGUAGE

Courtesy of: Dr. Wendy K. Sutton, Faculty of Education, University of British Columbia.

1. BOOKS TO HELP DEVELOP ATTENTION TO DETAIL/PERCEPTION

Anno, Mitsumasa: Anno's Alphabet, Rodley Head, 1974.
Anno's Counting Book, Crowell, 1977.
Topsy-Turvies, Weatherhill, 1970.

Adamson, George: A Finding Alphabet, Faber & Faber, 1968.
Finding 1 to 10, Faber & Faber, 1968.

Feelings, Muriel and Tom: Moja Means One: Swahili Counting Book, Dial Press, 1971.

Hoban, Tana: Count and See, Macmillan, 1972.
Look Again!, Macmillan, 1971.
Shapes and Things, Macmillan, 1970.

Lewis, Stephen: Zoo City, Greenwillow, 1976.

Sugita, Yutaka: One to Eleven, Evans Brothers, 1971.

Ungerer, Tomi: Snail, Where Are You? Harper and Row, 1962.

2. BOOKS TO HELP CHILDREN USE DETAIL TO ANTICIPATE/PREDICT/IMAGINE*

Carl, Eric: Do You Want To Be My Friend? Crowell, 1971.

Ueno, Noriko: Elephant Buttons, Harper and Row, 1973.

Ringi, Kjell: The Magic Stick, Harper and Row, 1968.

*Listed in order of complexity.

Hutchins, Pat: *Changes, Changes*, Macmillan, 1971.

Hogrogian, Nonny: *Apples*, Macmillan, 1972.

Mayer, Mercer: *Bubble, Bubble*, Parents' Magazine Press, 1973.

Krahn, Fernando: *Journeys of Sebastian*, Delacorte, 1968.

How Santa Claus Had a Long and Difficult Journey Delivering His Presents, Delacorte, 1970.

DePaola, Tomie: *Pancakes for Breakfast*, Harcourt Brace, 1978.

3. BOOKS TO HELP DEVELOP A "SENSE OF STORY"*

Alexander, Martha: *Bobo's Dream*, Dial Press, 1970.

Goodall, John S.: *The Adventures of Paddy Pork*, Harcourt, Brace and World, 1968 - many others.

Mayer, Mercer: *A Boy, A Dog and A Frog*, Dial Press, 1967
- many sequels: *One Frog Too Many*
Frog Goes to Dinner, etc.
(visually more sophisticated) *Ah-Choo*;
Hic-cup; *Two Moral Tales*; *Two More Moral Tales*.

Ward, Lynd: *The Silver Pony*, Houghton Mifflin, 1973.

Krahn, Fernando: *The Self-Made Snowman*, Lippincott, 1974.

April Fools; *The Mystery of the Giant Footprints*; *Flying Scissors*; *A Funny Friend from Heaven*

Spier, Peter: *Noah's Ark*, Doubleday, 1977.

4. BOOKS INTRODUCING A "SECOND LEVEL" OF MEANING*

Wezel, Peter: *The Good Bird*, Harper and Row, 1964.

Baum, Willi: *Birds of a Feather*, Addison-Wesley, 1969.

Aruego, Jose: *Look What I Can Do*, Scribner, 1971.

Krahn, Fernanda: *A Flying Saucer Full of Spaghetti*, Dutton, 1970.

*Listed in order of complexity.

Ringi, Kjell: *The Winner*, Harper and Row, 1969.

Meyer, Renate: *Vicki*, Atheneum, 1969.

Mendoza, George: *The Inspector*, Doubleday, 1970.

Anderson, Laurie: *The Package*, Bobbs-Merrill, 1971.

LIST OF WORDLESS PICTURE BOOKS

AUTHOR	TITLE
Adamson, G.	A Finding Alphabet
Adamson, G.	Finding 1 to 10
Alexander, M.	Bobo's Dream
Alexander, M.	Out! Out! Out!
Anderson, L.	The Package; A Mystery
Anno, M.	Anno's Journey
Anno, M.	Dr. Anno's Magical Midnight Circus
Aruego, Jose	Look What I Can Do
Barton, B.	Elephant
Baum, W.	Birds of a Feather
Carl, E.	Do You Want To Be My Friend?
Carl, E.	I See a Song
Carroll, R.	The Christmas Kitten
Carroll, R.	What Whiskers Did
DePaolo, T.	Pancakes for Breakfast
Feelings, M.T.	Moja Means One: Swahili Counting Book
Goodall, J.	The Adventures of Paddy Pork
Goodall, J.S.	The Ballooning Adventures of Paddy Pork
Goodall, J.	Paddy Pork's Holiday
Goodall, J.S.	Shrewbettina's Birthday
Hamberger, J.	A Sleepless Day
Hoban, T.	Count and See

AUTHOR	TITLE
Hoban, T.	Look Again!
Hoban, T.	Shapes & Things
Hogragian, N.	Apples
Hutchins, P.	Changes, Changes
Keats, E. J.	Psst! Doggie -
Keats, E. J.	Skates!
Kent, J.	The Egg Book
Krahn, F.	April Fools
Krahn, F.	A Flying Saucer Full of Spaghetti
Krahn, F.	Flying Scissors
Krahn, F.	How Santa Claus Had A Long and Difficult Journey Delivering His Presents
Krahn, F.	Journeys of Sebastian
Krahn, F.	The Mystery of the Giant Footprints
Krahn, F.	The Self-Made Snowman
Krahn, F.	A Funny Friend from Heaven
Lewis, S.	Zoo City
Mari, I.	The Apple and the Moth
Mari, I.	The Chicken and the Egg
Mayer, B.	Bubble, Bubble and Vicki
Mayer, M.	A Boy, A Dog and A Frog
Mayer, M.	Ah Choo!
Mayer, M.	Frog Goes to Dinner
Mayer, M.	Frog on His Own
Mayer, M.	Frog, Where Are You?

AUTHOR	TITLE
Mayer, M.	The Great Cat Chase
Mayer, M.	Hiccup
Mayer, M.	Two Moral Tales
Mendoza, G.	The Inspector
Ring, Kjell	The Magic Stick
Ring, K.	The Winner
Schick, E.	Making Friends
Spier, P.	Noah's Ark
Sugita, Y.	My Friend Little John & Me
Sugita, Y.	One to Eleven
Turtle, B.	Deep in the Forest
Ueno, N.	Elephant Buttons
Ungerer, T.	Snail, Where Are You?
Ward, L.	The Silver Pony
Watson, A.	The River
Wezel, P.	The Good Bird
Winter, P.	The Bear and the Fly

APPENDIX E

List Of Suggested Materials And Programs

About Indians, A Listing of Books, 4th Edition, Shannon, Maria and Ellis, Eleanor, Coordinators, Department of Indian and Northern Affairs, Government of Canada, 1977.

Active Learning by Bryant Cratty, Prentice Hall Inc., Nyach, N.Y. 10994.

American Heritage List of Word Frequency, 1971, available from the Lower Mainland Council of the International Reading Association, 3216 W. 2nd Avenue, Vancouver, British Columbia V6K 1K8.

Basic Oral English Course, The, by Colliou, Rose, illustrations by Singleterry, Connie, School Publications Specialties Ltd., P.O. Box 1466, Saskatoon, Saskatchewan, S7K 3L7.

Boehm Resource Guide And Kit for Basic Concept Teaching, The. Ann E. Boehm, The Psychological Corporation, Harcourt Brace, Jovanovich Inc., San Francisco, 1976.

Developing Pre-Reading Skills by Brake, Rachel. Holt, Rinehart and Winston, Toronto, 1972.

Developing Activities The, Screening Inventory by Dubose, Rebecca and Langley, Mary, Beth. Ginn & Company, Scarborough, Ontario.

Dictionary of Idioms for the Deaf, A. by Maxine I. Boatner and John C. Gates, revised and edited by Addam Makkai, National Association for the Deaf, 814 Thayer Avenue, Silversprings, Maryland, U.S.A.

Elementary Language Arts Curriculum Guide, Ministry of Education, British Columbia, Victoria B.C. 1978.

English As A Second Language/English As A Second Dialect, Province of British Columbia, Ministry of Education, Resource Book on Teaching, Victoria, 1980.

English As A Second Language/Dialect Resource Book, K-12, Ministry of Education, Curriculum Development Branch, Province of British Columbia, 1981.

Flying Start Kit (and Extension), by Stott, Gage Publishing Company, 164 Commander Boulevard, Agincourt, Ontario M1S 3C7.

Fokes Sentence Builder And Extension Kit, by Jean Fokes, Ginn & Company, Scarborough, Ontario, 1976.

Gates - Mac Ginitie Reading Tests - Technical Manual by Gates, Arthur I and MacGinitie, Walter H., Teachers College Press Columbia University, New York, 1965.

Ginn 720 Reading Series, Ginn and Company, Canada, 1979.

Hands On by Anne Taylor, National Film Board and MacMillan Publishers, 1977.

"How Can I Help My Child Get Ready to Read?" Eric-Crier and I.R.A. Micromonograph by Norma Rogers, International Reading Association, Newark, Delaware, 19711, 1978.

Language Games and Songs for Core English - Serafina and Barry Johnson - Ginn and Company, Lexington, Mass. 1971.

Language Master - Bell and Howell, Canada Ltd., 230 Barmac Drive, Weston, Ontario M9L 2X5.

Listen, My Children, And You Shall Hear by Betty Lou. Kratoville, The Interstate Printers and Publishers, Danville, Illinois, 1968, revised 1973.

Open the Lights. English As A Second Language. Activities for Young Children by Carruthers, Corine, Addision Wesley, Vancouver, 1981.

The Pal. The Instructional Industries Inc. Ballston Lake, N.Y. distributed by Insight Media Centre, 4523 Canada Way, Burnaby, British Columbia.

Perceptual Communication Skills (Developing Auditory Awareness and Insight) by Ruth Selma Herr, Ph.D. Associate Visual Service, 1590 West 4th Avenue, Vancouver, British Columbia.

Project Learning Tree. Canadian Forestry Association of British Columbia, Vancouver, B.C. 1977.

Readalong. TV Tape Series for beginning reading, Ontario Educational Authority, available through Provincial Educational Media Centre, Ministry of Education, Richmond, B.C. VE26, 27, 28, 29, 30, 31, 32, 33, 34, 35.

San Diego Word List Test

Santa Clara Inventory of Developmental Tasks. Wm. Gainer Sr., Editor, Richard L. Zweig Associates Inc., Santa Clara, California.

Seeing to Learn. Visual Education Curriculum Project, Salisbury College of Advanced Education, S. Australia, 1978.

Slossan Oral Reading Test, Slosson Educational Publications, 140 Pine Street, East Aurora, New York, 14052

Sounds of Language Readers by Bill Martin, Jr., Holt, Rinehart and Winston, New York, 1966.

Speech to Print Phonics. 2nd Edition by Durrell, Donald and Murphy, Helen. Harcourt, Brace Jovanovich, Inc. San Fransisco, 1972.

SRA Kits, Science Research Association Ltd., 707 Gordon Baker Road, Willowdale, Ontario M2H 2S6.

S.T.E.P. - A Basic Concept Development Program, by Patricia J. Collins and Gary Cunningham, C.C. Publications, Tigard, Oregon, 1978.

System 80 - Borg-Warner Education Systems, 600 West University Drive, Arlington Heights, Illinois 60004.

Teaching Spelling, by Ves Thomas. Gage Publishing Ltd., Vancouver, British Columbia, 1974.

Toy Libraries - "How to Start a Toy Library in Your Community." Canadian Association of Toy Libraries, 50 Quebec Avenue, Suite 1207, Toronto, Ontario 1978.

Tutorette, Audiotronics Products, 1350 Birchmount Road, Scarborough, Ontario, distributed by Insight Media Centre, 4523 Canada Way, Burnaby, British Columbia.

"What Books and Records Should I Get for My Pre-Schooler?" *An ERIC/CRIER + I.R.A. Micromonograph* by Norma Rogers, International Reading Association, Newark, Delaware, 19711, 1978.

"What is Reading Readiness?" *An ERIC/CRIER + I.R.A. Micromonograph* by Norma Rogers, International Reading Association, Newark, Delaware, 19711, 1978.

"Why Read Aloud to Children?" *An ERIC/CRIER + I.R.A. Micromonograph* by Julie T. Chan, International Reading Association, Newark, Delaware, 19711, 1978.

Word Analysis Practice Cards by Durrell, Catterson, Harcourt, Brace, Jovanovich, Inc. 1977.

Workjobs and Mathematics Their Way. Marj B. Lorton, Addison Wesley Publishers, Don Mills, Ontario, 1972.

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Fader, Daniel; Duggins, James; Finn, Tom and McNeil, Elton. The New Hooked On Books, Berkley Publishing Corporation, New York, 1976.

Forbes, Jack D. The Education of the Culturally Different - A Multi-Cultural Approach, Far West Laboratory for Educational Research and Development. U.S. Government Printing Office, Washington, D.C., 1969.

Goodman, Kenneth. Dialect Barriers to Reading Comprehension. Standard and Non-Standard English, 1975.
and Dialect Rejection and Reading. A Response, Reading Research Quarterly 5, Summer 1980.

Hart, Dr. Norman; Gray, B.N., The Mount Gravatt Reading Series, Addison-Wesley (Canada) Ltd., 1980.

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